N. C.

EDUCATIONAL BULLETIN I

HOW TO TEACH

READING AND CIVICS

A MANUAL FOR TEACHERS

A GOOD BOOK IS THE PRECIOUS LIFE-BLOOD OF A MASTER SPIRIT EMBALMED AND TREASURED UP ON PURPOSE TO A LIFE BEYOND LIFE.—Millon.

ISSUED FROM THE OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALFIGH. N. C., 1914

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HOW TO TEACH READING

A MANUAL FOR TEACHERS

PART I

BY

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AUTHOR OF THE HOWELL READERS

PART II

BY

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AUTHOR OF THE HALIBURTON PRIMER

PART III

CIVICS AND HOW TO TEACH IT

BY

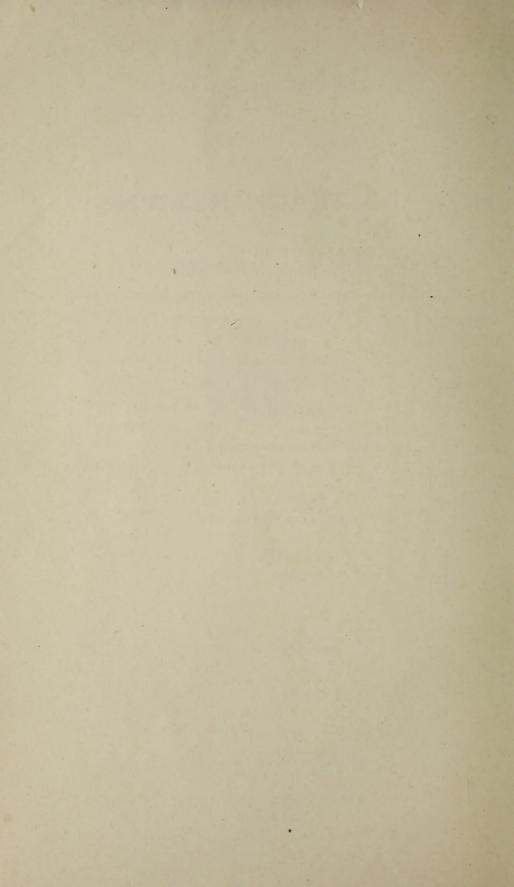
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AUTHOR OF PEELE'S CIVIL GOVERNMENT

SECOND EDITION

ISSUED FROM THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH, N. C.

1913



PREFATORY NOTE.

"How to Teach Reading" is a bulletin prepared at my request by Mr. Logan D. Howell, author of the Howell Readers, and Miss M. W. Haliburton, author of the Haliburton Primer. The first part of the bulletin was written by Mr. Howell and is intended to be used in connection with the teaching of the Howell Primer. The second part was written by Miss Haliburton as an aid in teaching the Haliburton Primer. The third part, "Civics and How to Teach It," was prepared by Mr. W. J. Peele, author of Peele's Civil Government.

Mr. Howell's, Miss Haliburton's, and Mr. Peele's work was done without compensation, and for this valuable contribution to the cause of education and to the teaching profession, I beg to make grateful acknowledgment.

J. Y. Joyner,

State Superintendent of Public Instruction.

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PHONETICS.

In this manual, letters in black-face type represent elementary sounds of speech; they are not to be taken for written letters. Do not call these black-face letters by the names of the letters, but for each letter utter the sound it indicates. In the case of the long vowel sounds $(\bar{\mathbf{a}}, \bar{\mathbf{e}}, \bar{\mathbf{i}}, \bar{\mathbf{o}}, \bar{\mathbf{u}})$ the sound to be spoken will be the name of the letter, but in no other case. The same black-face letter (or letters) is always used to represent the same spoken sound, no matter how that sound may be written in the standard English spelling. Thus, the vowel sound aw is written with a in ball, au in haul, and o in for; but in the phonetic system of this manual that sound is always represented by black-face aw.

NOTE.—This phonetic system is for the teacher's use only; do not show any letters with discritical marks to children of this grade.

PHONETIC CHARACTER	FOR THE SOUND AS IN	PHONETIC CHARACTER	FOR THE SOUND AS IN
ā	ate, nail, say	n	sing, bank
ă	at	ō	no
ä	father	ŏ	not
â	air, there	oi	oil, boy
aw	saw, ball, haul, for	00	moon, do, rule
b	book	ŏŏ	book, bull, could
ch	chip, watch	ou -	out, cow
d	did	р	pig
ē	eel, me, eat	r	rat
ĕ	bell, head, said	S	see, cent, fence
. e	her, sir, fur	sh	ship
f	fox	t	tag
ğ	goat	th	thin
h	hat	th	the
ī	ice, pie, my	ũ	use, few
ĭ	it, baby, berries	ŭ	us, son, does
j	jug, gin, large	v	vine, of
k	cat, kid, queen	w	will, one, quick
1	lamp	wh	whip
m	man	у	yes
n	no	z	zinc, has, these

The art of reading should be viewed, in the first instance, as . . . the art of pronouncing words at sight of their visible characters. . . .

As an alphabetical language, English is learned on the principle of analyzing words into their constituent sounds, and connecting these with the elementary or alphabetical letters. . . .

When among the earliest lessons, a child is made to pronounce, "Do I go; it is set on," it is on the Chinese principle of learning each word *seriatim*, without inferring from one to another; the o is sounded in three ways, the i in two, the s in two. . . .

The preferable plan seems to be to carry the pupils forward a certain way on perfectly uniform spellings, so that they may get the idea of regularity, and also the most prevalent sounds of the letters. . . . Some notion of law and uniformity would thus be imparted at the outset.—Alexander Bain: Education as a Science. D. Appleton & Co.

A STATEMENT OF PRINCIPLES.

The quotation from Alexander Bain on the preceding page states the principle on which the Howell Primer is made, and which this manual is intended to exemplify: carry the pupils forward on perfectly uniform spellings until they get the idea of regularity, and learn the most prevalent sounds of the letters; we thus impart "some notion of law and uniformity," with the result that the pupils soon become independent readers. It is to help teachers reach this result with the Howell Primer that this manual is written.

THE TWO MEANINGS OF THE WORD READING.

The word reading has two meanings; each is recognized in the Howell Primer and in this manual. One meaning is, the acquiring of knowledge from the written or printed page; this is the thought side of reading. But before this, comes the mechanical side, which, as Bain points out, is the "art of pronouncing words at sight of their visible characters," and has no necessary connection with thought-getting.

THE BASIS OF THE HOWELL PRIMER.

The Howell Primer, therefore, bases the art of reading, not upon certain words to be memorized as wholes without a knowledge of the letters composing the words; but upon the elements of reading, which are the elementary sounds of words, and the letters that represent these sounds. When a child masters the elements, he can pronounce any word, whether he has ever seen it before or not; and he has, therefore, mastered the mechanical art of reading.

WHAT LETTERS STAND FOR.

It must be borne in mind that the letters of our alphabet stand, not for ideas, but for sounds of speech; letters are, therefore, phonograms; and they have a different function from ideograms, such as \$, %, +, and the digits, 1, 2, 3, 4, etc. Each of these characters stands for an idea, and the idea is the same in every language that uses these characters, though the words representing them are different. Thus for the character 3, we say three; the French say trois; the Germans say drei. In teaching such characters, we associate the idea at once with the character; we teach by the word method. But in the English word man the characters do not stand for ideas, nor do the three combined necessarily stand for an idea. Each letter here stands for an elementary sound of speech; it is only because we know what the spoken word means that the written word man conveys an idea to us; they would not convey an idea to a Frenchman who did not know English; he could pronounce the word, if he knew the sounds of the letters, but it would not mean anything to him. If the letters man represented an idea, then the words man, mansion, manual would have a common idea. The fact that they have not, proves that there is no idea necessarily represented by the letters man: what they do represent is three elementary sounds of speech, combined into one syllable.

HOW LETTERS SHOULD BE TAUGHT.

A clear understanding of what the elements of reading represent makes it easier for us to understand how they should be taught. If they represent sounds of speech, then teach them as representing sounds of speech. But before teaching letters or words written with letters, it is necessary first to teach elementary sounds of speech. The child comes to school knowing several hundred spoken words, but he does not know that nearly all these words are composed of two or more sounds; he has never thought of it. This is the first thing to teach him. It would be just as illogical to teach him letters before he knows the elementary sounds as it would be to teach him the digits, 1, 2, 3, 4, etc., before he can count.

THE STEPS IN LEARNING TO READ.

First Step.

EAR TRAINING ONLY.

The teacher gives separately the sounds of words, and the child learns to recognize the words from hearing these elementary sounds. (The child is not taught any printed or written letter at this stage, nor does the teacher use the names of the letters; she merely gives separately the sounds of words; as j-ō, and the child says Joe, etc.)

Second Step.

EAR TRAINING ONLY.

The child learns to separate words into their elementary sounds. The child does in this step what the teacher did in the first step. (The child is not taught any printed or written letter at this stage, nor does the teacher use the names of the letters; she merely pronounces one word at a time, as *Joe*; and the child separates it into its elementary sounds: j-ō.)

Third Step.

A

EYE TRAINING WITH EAR TRAINING.

Now, for the first time, the child is taught the letters that stand for the elementary sounds that he has been using in steps 1 and 2. Of course, the letters are taught one at a time; it is not until he reaches page 79 in the Howell Primers that all the letters will be learned. Do not teach the names of the letters at first, but teach each letter as representing the sound indicated in the Howell Primer.

В

MUSCULAR TRAINING WITH EYE AND EAR TRAINING.

Teach the child to write each letter as he learns the form of it.

NOTE.—This refers only to script letters, and when the teaching of writing accompanies the teaching of reading.

Fourth Step.

MUSCULAR TRAINING WITH EYE AND EAR TRAINING.

The child learns to combine letters into written words. It is easier for a child who has taken the steps as here outlined, to write words from dictation than to read written words. Therefore, the fourth step should be writing

words. The teacher dictates words one at the time, and the child writes them. He does not copy; he writes the words from his knowledge of the elementary sounds and of the letters which stand for these sounds.

NOTE.—If writing is not to be taught so early in the course, this Fourth Step will be omitted, the teacher going from Third Step, A, to Fifth Step, B.

Fifth Step.

EYE AND EAR TRAINING.

A

The child learns to read the words he himself has just written. It is not easy for a beginner to read words, even though they are the words he himself has written; he must be taught to associate a spoken word with written characters.

B

The child learns to read words in his book or words written by his teacher.

THE ONLY DIFFICULT STEP.

The only difficult step in phonic teaching is the fifth. A child, in first trying to read words, will often be able to give the correct sound of each letter and still not be able to call the word as a whole. Now is the time for the teacher to use patience. The child cannot be hurried here; and the teacher must not become discouraged nor think the child is not progressing. It takes time for a child to learn to make quick association between three letters and one spoken word. But if he is not hurried; if he is allowed to work out each problem for himself, he will soon acquire the power; and once he learns to do this with a few letters, mastery of the rest will follow rapidly.

AS TO THE LENGTH OF LESSONS.

Classes will vary so in size and in the ability of the children, and the conditions under which teachers work will also vary so, that it is impossible to fix a length for each lesson that will be best for every teacher. Moreover, this manual is not designed to take the place of any teacher's individual judgment and common sense; it is intended merely to help by presenting principles and their application; each teacher must judge for herself how much her pupils can do each day.

The only general rule that can be given is this: Teach the steps as already given in this manual: when a child has mastered one step, he is ready for the next, but not before he has mastered it. Some children will master the steps more quickly than others. Any teacher can tell when her pupils are ready for a new step, much better than any book can tell her.

THE TIME REQUIRED TO COMPLETE THE HOWELL PRIMER.

The time required to complete the Howell Primer has varied with different classes, from three months to five months. Ordinarily, about four months should be sufficient. If it takes longer, either conditions are unfavorable or the teacher has held the class back.

CAUTION.

Do not keep children of this grade long on any one exercise at a time. Call up the class frequently for short recitations. Watch for signs of weariness, and dismiss the class as soon as any appear; give the children either a change of work or a recess. Do not, however, wait for signs of weariness to appear; it is better to change the work before the children begin to grow tired.

DON'T HOLD THE CLASS BACK.

To many this may seem an unnecessary caution, since every teacher wishes her pupils to advance as rapidly as possible. In theory every teacher does; but in practice there is no greater besetting sin among primary teachers than this same one of holding children back. It comes from a number of causes, chief among them being classification and the course of study. How many bright children might go through their books and the grades more quickly, if they were not shackled in classes to slower moving classmates! Break the shackles; as far as possible, let each child advance as rapidly as he can. Instruction in beginners' grades must be individual to a large extent; and so it makes no difference if different pupils have different lessons.

We have heard some teachers object to this on the ground that it breaks up the class. Of course, it does; the class should be broken up, whenever it acts as a brake on any child's progress. If the number of beginners is too great to teach each one independently of the rest, divide the class into small sections according to the ability of the children, and let each section advance as rapidly as possible, or go as slowly as it should. In other words, do not hold back any child because other children are slow; nor advance any slow child because others are quicker. As the weeks go by, the sections first formed will probably

have to be changed; some children promoted to a higher section, others demoted to a lower: try at all times to give each child the instruction that he himself needs, not necessarily the instruction that his classmates need.

Another common cause of holding pupils back is the course of study. The teacher has a certain amount of work to do in a certain time; and she is determined that her pupils shall not do more than that. This sounds ridiculous when stated thus; but it is a fact that many teachers have raised the objection to letting their pupils go on beyond the required course, "Oh, that is the work of the next grade." What of it? It merely proves that so far as this particular class is concerned, the course of study is improperly planned. Shall your bright children suffer because a general course of study does not meet their particular needs?

Remember always that courses of study and classifications are made for the benefit of the pupils; when they act as hindrances to progress, it is these arbitrary things that are to suffer, not the children.

Many teachers hold children back through a slavish devotion to some method. Any method, even the best, blindly followed, will hinder progress. Don't give drills that are not needed; don't insist upon a long-drawn-out method after the child himself has discovered a short cut. Be master of your methods; use them as long as they are serviceable; discard them when they are no longer needed.

Even this manual we would not have any teacher follow blindly. For example, we give lists containing many words for phonic drills; and certain sections contain questions on the pictures and the reading lessons of the Howell Primer. But we would by no*means have any teacher think that she must use every one of the words in the phonic drills or ask every question relating to the reading lessons. Use such of these as you need. The words in the phonic drills are to save you the time and trouble of making lists yourself; the questions are to suggest the kind that should be asked, and the way in which the reading lessons can be used to stimulate thought and expression.

Make this manual serve you; don't be a slave to it.

WRITING.

The teaching of writing must be considered in a discussion of the teaching of beginners in reading, because the writing should be based upon the reading book. Writing, in fact, should precede reading, and the child should first read words written by himself.

The mechanics of writing involves two different kinds of muscular exercises: the holding of the crayon, pencil, or pen with the fingers; and the arm movement in making the letters. The muscles controlling these operations can be trained, as Dr. Montessori has pointed out, without the child's actually writing. Every exercise requiring the use of a crayon or a pencil provides training of the muscles for writing. Let the children at their seats do much coloring of outlines and pictures with a crayon.

A child learning to write should not use an ordinary pencil or pen; these are too small, and they make too fine a line: the child will cramp his fingers on them, and write in a small, cramped hand. The best instrument is a large, soft crayon, one that the child can get all his fingers on without cramping them. He should write on paper of soft finish, preferably yellow manilla; but for practice, wrapping paper, or even newspapers may do.

The letters should be made large, four or five inches high. This compels the child to write with a full arm movement.

Before the beginner writes, either on the blackboard or on paper, he should have some preparatory training of the muscles, after this fashion:

Have the child stand, and make a large vertical circle in the air with his hand, with a full arm movement; this circle to be as large as the child can easily make it. The teacher must show the class how to do this: where to begin, and in what direction to move the hand (from right to left, opposite to the movement of the hands o' a clock). Let the child make this circle over and over again, the hand moving in the same path each time. This is not such an easy thing for children to do as it may seem; at first they will not make circles, but the practice must tend more and more towards a perfect circle.

In the same way, practice making a long vertical line in the air with a full arm movement, going down and up in the same path.

And, in general, just before teaching any new letter, teach the child to make it large in the air with a full arm movement. In doing this the teacher should always show the child where to begin and what movements to make.

The teacher can best show the movements to the class by standing with her back to the class and making the circle or the letters in the air.

The child's first writing should be on the blackboard, under direct teaching. (This follows the exercise of writing in the air.) He should write with a piece of blackboard crayon about one inch long; he grasps this with all his fingers, and writes with the flat side of the crayon; he thus makes a broad line, about one inch wide.

The child's first writing on the board is the circle; he makes it large, and with the same movement as when he made it in the air. Let him go over and over the same circle, as near as he can in the same path. He writes letters on

the board at first in the same way, except that he does not trace over the same letter a second time. But the first letters he makes are written with the flat side of a piece of crayon one inch long; and he makes the letters as large as he made them in the air.

Later the size of the letters is to be reduced; the teacher can tell when to do this by the power and skill the child shows in making the large size letters.

The teacher must not only show children the form of the letters; she must also teach them how to make each letter: if left to themselves, children will not know where to begin in making a letter or in what direction to move.

After the child can make a satisfactory circle on the board, let him practice making it on paper with a large soft crayon, the circle to be four or five inches in diameter, or larger. For this practice newspaper will serve.

In the same way, after he can make each letter satisfactorily on the board. let the child write it large with crayon on paper. But all his writing at first should be under the direct supervision of the teacher, who should see to it that the child writes in the correct manner. Give the beginner no writing to do for seat work while the teacher is occupied elsewhere.

There are three steps in writing, each to be mastered before the next is presented:

1st. The child should make the circle and the up-and-down stroke, beginning at the top.

2d. He should make (and recognize after making) the letters as symbols of sounds in written words.

3d. He should be taught how to join letters in writing words.

In the first words the child writes the letters should not be joined; later teach him how to join letters. Most children cannot do this until the beginning of the second year.

THE KIND OF SCRIPT TO TEACH.

Authorities differ as to whether vertical script or slanting script is better. In this manual the vertical is recommended for beginners, because it is simpler and easier to write; the letters are more nearly like the print letters than the slant letters are, and hence the transition from script to print is easier; moreover, the child is less likely to acquire a bad position in writing, if he writes vertically than if he writes slantingly.

If teachers prefer the slant, it is easy later to teach the slant. And teachers who prefer to begin with slant script can readily adapt these instructions to slant writing.

SEAT WORK.

This is the most perplexing problem to the teacher of beginners, particularly to the teacher in a rural school who has several grades. She cannot give all her time to the beginners; and even the teacher in a city school, who has a room full of beginners, must teach them by sections or individually, and must leave the children much of the time alone at their seats. How to keep these children occupied is a puzzling problem.

They cannot read; they cannot write; and even if they could, they should not spend so much time in reading and writing. They cannot study their next lesson. The most desirable occupation for these children at their seats is something on which they can use their hands, their eyes, and employ other senses, if possible.

The following suggestions apply not especially to the teaching of the Howell Primer, but are good for beginners after any method and with whatever book. And though these exercises are educative as well as entertaining to the children, and will be found valuable to the teacher in that they relieve her of the care of children at their seats while she is teaching others, the teacher of the Howell Primer must not suppose that this seat work is essential to the teaching of this book. If she deems it too troublesome to prepare or too expensive for the children to buy the material recommended, she can still follow the other directions of this manual with the Howell Primer.

The following directions for seat work bear directly upon the teaching of reading and writing. Other seat work can be employed bearing directly upon the teaching of number; but this is not within the scope of this chapter. Moreover, as reading and writing are the first things to be taught, most of the seat work should promote the acquisition of these two arts.

MATERIAL FOR SEAT WORK.

- 1. Grains of corn of different colors.
- 2. Seeds of different colors, of watermelon, etc.
- 3. Pegs of different colors (shoe pegs, broken matches, or toothpicks, etc., dyed).
 - 4. Newspapers.
 - 5. Wrapping paper of soft finish.
 - 6. Yellow manilla paper of soft finish.
 - 7. Large crayon for writing on paper (not blackboard crayon).

The best crayon for beginners is the Franklin Original Checking Crayon, because it is the largest; it is also soft. Crayola is cheaper, but it is not so large. The Alpha Lead Pencil or the Eagle Lead Pencil is large, but not so soft as crayon.

8. Small squares of cardboard or of stiff paper with a letter written on each. The teacher can make these, but there must be enough for each child to have a complete set; each set should contain the same letter on several cards, but in teaching the Howell Primer only a few letters are used at first, and the others are taught one at a time, so that the teacher need not prepare the whole alphabet at once.

These cards, containing the whole alphabet, script and print, capitals and small letters, have been prepared by the publishers of the Howell Primer; they may be obtained of stationers generally who sell the Howell Primer, or direct of the publishers.

9. Small pieces of cardboard or stiff paper, each containing a word from the first lessons in the Howell Primer.

The teacher can prepare these also; or they may be obtained of the same dealers as the letter cards mentioned above.

- 10. Small, blunt seissors for cutting paper.
- 11. Leaves and other objects to be used as patterns for the children to trace around and color.
 - 12. Pictures from catalogs, magazines, etc., for children to color.

Pictures in outline and on soft finish paper are best for this; but if these cannot always be obtained, use any simple picture without much detail; and in general the less ink they have, the better.

13. Boxes to contain the material, such as spool boxes.

KINDS OF SEAT WORK.

- 1. Assorting: pegs of different colors, seeds of different kinds and colors, etc.
- 2. Covering with pegs, seeds, etc.
 - (a) geometrical figures, such as circle, square, diamond, etc.
 - (b) letters of the alphabet, script and print.

Note.—All the figures and letters to be covered by the pupils should be large, about three inches high. Do not use the letter cards for this; the teacher should write the letter on the child's desk with a soft crayon. Indicate where the child should begin, and in what direction he should go.

- 3. Making letters on the desk with pegs, seeds, etc.
- 4. Coloring pictures, geometrical figures, and designs traced from patterns, with crayon.
 - 5. Selecting all of a certain letter from the letter box.
 - 6. Matching letters written on the blackboard with the letter cards:
 - (a) small script on the board with small script cards;
 - (b) small script on the board with small print cards;
 - (c) small script on the board with large print cards;
 - (d) small script on the board with large script cards;
 - (e) large script on the board with large print cards;
 - (f) selecting all four forms of one letter from the letter box, and arranging capital and small letter in print side by side; and under these capital and small letter in script, as the letters are printed in the Howell Primer.
 - 7. Word building with letter cards from copy on the board:
 - (a) script on the board, with script letter cards;
 - (b) large letters on the board, with small letter cards, etc.
 - 8. Sentence building with letter cards from copy on the board:
 - (a) script on the board, with script letter cards;
 - (b) script on the board, with print letter cards, etc.
 - 9. Composing sentences with letter cards:
 - (a) with script letter cards;
 - (b) with print letter cards.

- 10. Selecting all of a certain word from the word box.
- 11. Building stories from the Howell Primer with cards from the word box.
- 12. Composing sentences with cards from the word box.
- 13. Copying with pencil from the board.
- 14. Tracing around leaves, child's own hand, and other objects, to be colored with crayon.
- 15. Folding and cutting paper into squares and objects, such as boat, chair, house, etc. (Only under supervision, and after the children have been taught how to do this.)

PURPOSE OF THE SEAT WORK.

All this seat work has an educative value. All except the first named (assorting pegs, etc.) is of direct aid in learning to read or write, besides being an aid to discipline by keeping the child employed.

Covering letters with pegs, etc., and making letters on the desk with pegs, etc., familiarizes the child with the forms of the letters, and with how to make them without actually writing.

All of the exercises with the letter cards help the child to recognize the letters readily, or to make words without writing.

The exercises with the word cards help him to recognize words, and to make sentences without writing.

The coloring of pictures and geometrical figures, and the tracing of patterns give the child practice in using the instrument for writing; here, again, he gets training for writing without actually writing.

The use of scissors exercises the muscles of the hand and fingers, and makes the child a better user of the crayon or pencil.

OUTLINE OF WORK FOR THE FIRST FOUR WEEKS WITH THE HOWELL PRIMER.

The following outline is based on the experience of several successful teachers with the Howell Primer, in rural schools and in city schools. It is a statement of work that has actually been done in the classroom; all the teachers consulted had large classes, some an enrollment of 70 and more, and some had several grades of work.

Every one of the teachers actually did more in the four weeks than is herein prescribed; but it was deemed best not to demand too high a standard. Any teacher with the Howell Primer can do at least as much as is prescribed in the following pages, and many will doubtless do more.

This outline is not intended for a complete daily program; it provides for only three daily recitations in phonics, writing, study of letters, reading, and seat work. There should also be a period for language training, for story telling, singing, and perhaps for other things. It is desirable, if conditions permit, to have more periods for the subjects treated than this manual prescribes. This outline merely gives the minimum amount of work that any teacher should accomplish with the Howell Primer in the first four weeks.

First Day.

FIRST LESSON.

First of all, gain the attention of the children by a short conversation or story; speak of mother, father, things at home, etc.; why mother sent us to school, etc.

The purpose of this talk: For the child, to cause him to express his thoughts, and to feel at ease; for the teacher, to gain knowledge of different minds, in order to make adaptations needed.

Result gained from this talk: Definite idea in the child's mind of why he comes to school: first of all, is to learn to read.

Talk about words: When we talk and when we read, we use words. Call upon every child to tell you one word. (The purpose of this is to encourage the children to speak, and to give them confidence, by doing something. The teacher will also take note of their speech, to see if any do not speak correctly, etc.)

A Word Game: Tell the children that you have a new game for them; it is, guessing words:

The Story of Joe.

The teacher announces that she is going to tell a story, but that there are some words the children must guess. She says, "When I pause, then you tell me the word I have just said." Then the teacher begins, sounding the words in black-face type, as indicated by the hyphen, and pausing for the children to say the word:

Once upon a time there was a little boy named j-ō. His mother gave him a little rake and a spade and a h-ō. One day j-ō was digging with his little h-ō,

1

How to teach reading, a manual for teachers.
By Charles L. Coon. 1909-1916. (Educational Bulletin, no. 1)

and he cut his t-ō. Oh! it hurt him s-ō. His mother wrapped up his t-ō, and tied the string in a little b-ō. Then his mother kissed j-ō, and asked him, "Does your t-ō hurt much now?" He smiled and said, "n-ō." Then his mother patted j-ō on the head and said, "Now, you may g-ō."

Let some of the children retell the story of Joe; do not require them to separate any words into their sounds.

SEAT WORK.

Have some interesting seat work prepared, and show the children how to use it; such as assorting seeds or pegs or other objects of different colors; or using the crayon to color pictures or designs, etc. (See the chapter on Seat Work in this manual.)

SECOND LESSON.

PHONICS.

Review the words studied in the Story of Joe, the teacher sounding the parts, and the pupils pronouncing the words.

Continue the Story of Joe:

Joe's Pie.

Joe's mother said to him, "You are a good little boy not to cr-ī. How would you like to have a little p-ī?" Joe cried, "O m-ī!" and he clapped his hands and he jumped up h-ī. "But," his mother said, "I have no p-ī." Then Joe began to s-ī. "But," said his mother, "I will give you some money and you may go to the baker's and b-ī you a p-ī." Then Joe did not s-ī; but again he jumped up h-ī, and said, "O m-ī." For he liked to go to the baker's to b-ī a p-ī. "Now," said his mother, "wash your face and hands, and put on a t-ī; then you may go to the baker's to b-ī a p-ī." So Joe washed his face and hands, and put on a clean t-ī. Then his mother gave him five cents. Joe kissed his mother and said, "Good b-ī!" and away he ran to the baker's to b-ī him a p-ī.

Let some of the children retell this story; do not require them to separate the words into their sounds. (If there should not be time for everything suggested in this lesson, this reproduction may be done at the language recitation.)

Give the following phonic drills, or such of them as may be necessary. Let the teacher pronounce the sounds in the columns of black-face type, pausing as indicated by the hyphen; let the children pronounce the word. See that the child pronounces the word correctly; otherwise he will merely answer your question without saying the word. This may be called a

Word Game.

The teacher		The teacher	
asks, "Where	The child	says, "Show,	The child
is your—''	answers:	me a—''	answers:
n-ōz	nose	ch-âr	chair
m-outh	mouth	d-ĕsk	desk
t-ēth	teeth	b-ĕnch	bench
t-ŭng	tongue	b-ŏŏk	book
ch-ĭn	chin	p-ĕn	pen
ch-ēk	cheek	st-ĭk	stick
f-ās	face	d-ōr	door
dr-ĕs	dress	b-oi	boy
sh-oo	shoe	ğ-ẽrl	girl

The teacher		The	
asks,	The	asks,	The
"Have you a-"	child answers:	"Do you like—"	child answers:
d-ŏg	dog	k-āk	cake
k-ăt	cat	j-ăm	jam
k-ou	cow	br-ĕd	bread
p-ĭg	pig	m-ēt	meat
g-ōt	goat	f-ĭsh	fish
sh-ēp	sheep	m-ĭlk	milk
b-erd	bird	kr-ēm	cream
g-oos	goose	k-awrn	corn
d-ŭk	duck	b-ēnz	beans

WRITING.

Teach the class to make a large circle in the air, and on the blackboard. (If slant writing is to be taught, teach the oval instead of the circle.) See the chapter on Writing, in this manual.

SEAT WORK.

Similar to the first seat work, but with new pictures, designs, etc.

THIRD LESSON.

PHONICS.

Review the words studied in the Story of Joe, the teacher sounding the parts, and the pupils pronouncing the words.

Continue the Story of Joe:

Joe and May.

Joe started for the baker's very happy and \(\bar{g}\)-\(\bar{g}\)-\(\bar{a}\). He had not gone far on the w-\(\bar{a}\), before he met his friend, little m-\(\bar{a}\). Joe said, "Good morning, m-\(\bar{a}\);" and she said, "How do you do to-d-\(\bar{a}\)?" The little girl said, "Let's go and pl-\(\bar{a}\)." But Joe said, "No, I'm going to the baker's; come go with me, m-\(\bar{a}\)." She said, "All right, Joe"; and off went th-\(\bar{a}\). Joe bought a pie, and he had to p-\(\bar{a}\) five cents for it. Then he said, "Come on, m-\(\bar{a}\); we will go home and eat the pie, then we will pl-\(\bar{a}\)." So off went th-\(\bar{a}\), so happy and \(\bar{g}\)-\(\bar{a}\), they ran all the w-\(\bar{a}\).

Let some of the children retell this story; do not require them to separate the words into their sounds.

Give the following phonic drill, as a word game, similar to the previous exercise:

Word Game.

The teacher says "Show me something—"		The teacher asks, "Do you like to—"	The child answers:
r-ĕd	red	r-ŭn	run
ğr-ēn	green	j-ŭmp	jump
bl-oo	blue	h-ŏp	hop
bl-ăk	black	sk-ĭp	skip
wh-īt	white	s-ĭnḡ	sing
p-ĭnk	pink	sw-ĭnḡ	swing
br-oun	brown	t-awk	talk
r-ound	round	w-awk	walk
fl-ăt	flat	w-erk	work

The teacher asks, "Can you—"	The child answers:	The teacher asks, "What do we do with a—"	The child answers:
r-ēd	read	n-īf	knife
r-īt	write	f-awrk	fork
sp-ĕl	spell	sp-oon	spoon
k-ŏŏk	cook	pl-āt	plate
s-ō	sew	d-ĭsh	dish
sw-ēp	sweep	k-ŭp	cup
d-ŭst	dust	kl-ŏk	clock
n-ĭt	knit	st-ōv	stove
sw-ĭm	swim	b-ĕd	bed

WRITING.

Review the circle (or the oval) in the air and on the board.

Teach the class to make a vertical line in the air and on the board. (If slant writing is to be taught, teach a slanting line instead of the vertical line.) See the chapter on writing in this manual.

SEAT WORK.

Similar to previous seat work, but with new material.

Note.—This summary is not providing for songs, games, or for as much language work as is desirable. The teacher should try to provide places on the program every day for these things. The teacher should not limit the number of lessons to three each day, if she has opportunity to give more.

Bear in mind that this manual is designed to help teachers in the use of the Howell Primer; it is not intended to give a complete program for daily work. It gives a minimum amount of work in phonics, writing, reading, and seat work; many teachers do more than this manual advises.

Second Day.

FIRST LESSON.

PHONICS.

Review rapidly all the words studied in the Story of Joe, the teacher sounding the parts, and the pupils pronouncing the words.

Do the reverse of this: the teacher pronounces these same words, and the pupils separate them into their sounds. For example, the teacher says: "Now, I want you to spell some. Spell this word: *Joe*." She calls upon one child, who should say "j-ō," etc. If any child cannot do this, he is to be taught how to utter the elementary sounds.

Continue the Story of Joe:

The Kite.

Joe and May had finished eating the pie and had gone out into the yard to play, when they heard a boy call, "Joe!" Joe answered, "Who are y-ōō?" The boy said, "I am Nat, that's h-ōō." Joe called, "Come over here, Nat." Then they heard a girl call, "I'm here, t-ōō." May asked, "h-ōō are y-ōō?" The girl said, "I am s-ōō; that's h-ōō." Joe and May called, "Come over here, s-ōō; we

are glad to see you, t-50." Soon the gate opened and in came Nat and s-50, those t-50. Nat had his kite. Joe and May and Nat and Sue went out into a field to fly the kite. The wind bl-50, and the kite fl-50. Up, up, it went. The higher the kite fl-50, the smaller it gr-50, till it looked like a speck in the sky.

Review rapidly in a phonic drill the new words in this story.

Let some of the children retell this story; do not require them to separate the words into their sounds.

Word Game: Review some of yesterday's word game, if time allows, or the teacher may make up a new one.

WRITING.

Review all that was taught the first day.

SEAT WORK.

Similar to previous seat work, but with new material.

SECOND LESSON.

PHONICS.

Rapid review of all words studied in the stories; the teacher first sounding each word, and the pupil pronouncing it; then the reverse, the teacher pronouncing the word, and the pupil sounding it.

Continue the Story of Joe:

The Tree.

Nat's kite went up higher than any tr-ē. It pulled hard on the cord. Nat asked Joe, "Do you want to hold it, Joe?" "Yes," said h-ē. So Nat let Joe hold the cord. Then May said, "Now, let m-ē." So Nat let May hold the cord. Then Sue said, "Now, let m-ē." So Nat let Sue hold the cord. Then Nat pulled in the cord and brought the kite down. When the kite got nearly to the ground, it fell into a little tr-ē. Joe said, "Now, s-ē what you have done." Sue asked Nat, "How can you get the kite out of the tr-ē?" "I will show you," said h-ē. Then Nat tried to climb the little tr-ē. But the rough tr-ē hurt Nat's n-ē. Nat said, "O m-ē! I can't climb this tr-ē." Just then Joe gave the cord a jerk and got the kite fr-ē. Then they all went home, for it was time for t-ē.

Let some of the children retell this story; do not require them to separate the words into their sounds.

Let the teacher pronounce the following words, and the pupils separate them into their sounds:

Drill for Long Vowels.

Teacher	Pupil	Teacher	Pupil
see	s-ē	Joe	j-ō
tea	t-ē	toe	t-ō
me	m-ē	so	s-ō
she	sh-ē	bow	b-ō
we	w-ē	no	n-ō
he	h-ë	go	ģ-ō
be	b-ë	show	sh-ō
knee	n-ē	hoe	h-ō

Pupil	Teacher	Pupil
m-ā	pie	p-ī
s-ā	my	m-ī
p-ā	by	b-ī
d-ā	tie	t-ī
g-ā	you	y-00
j-ā	Sue	s-00
w-ā	two	t-00
n-ā	do	d-00
	m-ā s-ā p-ā d-ā g-ā j-ā w-ā	m-ā pie s-ā my p-ā by d-ā tie g-ā you j-ā Sue w-ā two

WRITING.

Review and practice all that was taught the first day.

SEAT WORK.

Similar to previous seat work, but with new material.

THIRD LESSON.

PHONICS.

Drill on the a sound preparatory to teaching the letter a.

Tell this story, sounding the black-face letters and pausing as indicated by the hyphens, and letting the children pronounce the words, as in the other stories. If the children are not familiar with the name, "Three Old Cat," call it whatever name they are used to.

Three Old Cat.

One day two boys came to see Joe. They were his friends, n-ă-t and s-ă-m. Don came with n-ă-t; he is n-ă-t's big dog. S-ă-m brought his ball. Joe said, "I have a b-ă-t; let's play three old k-ă-t." "All right." said n-ă-t and s-ă-m. Joe said, "I'll have first inning, because it is my b-ă-t." "Then, I will pitch," said s-ă-m, because it's my ball." "Well," said n-ă-t, "I will k-ă-ch." The boys began to play. S-ă-m pitched the ball. Joe hit it with his b-ă-t. Then Joe r-ă-n for the base. Sam r-ă-n to get the ball. But Don r-ă-n faster than s-ă-m. Don got the ball. Sam r-ă-n after Don, but he could not k-ă-ch him. Then Sam called to n-ă-t, "O n-ă-t! make Don bring the ball b-ă-k." And Nat called to Don, "Here, Don, here! Bring that ball b-ă-k, you b-ă-d dog!" After a while Don brought the ball b-ă-k. "You're a b-ă-d dog," said n-ă-t. Joe said, "We don't want you to play with us, you b-ă-d dog; you don't know how to play k-ă-t." "Go home, Don," said s-ă-m; "go on b-ă-k." But Don w-ă-gd his tail, and waited for the boys to hit the ball again.

Let some of the children retell this story; do not require them to separate the words into their sounds.

Give the following drill:

Pupil	Teacher	Pupil
cat	b-ă-g	bag
bat	t-ǎ-ḡ	tag
Nat	b-ă-k	back
sat	s-ă-k	sack
fat	t-ă-k	tack
mat	j-ă-k	Jack
pat	p-ǎ-k	pack
	cat bat Nat sat fat mat	cat b-ă-g bat t-ă-g Nat b-ă-k sat s-ă-k fat t-ă-k mat j-ă-k

Teacher	Pupil	Teacher	Pupil
h-ă-t	hat	b-ă-d	bad
r-ă-t	rat	m-ă-d	mad
s-à-m	Sam	s-ă-d	sad
j-ă-m	jam	h-ă-d	had
l-ă-m	lamb	r-ă-n	ran
r-ă-m	ram	m-ǎ-n	man
w-ă-g	wag	p-ă-n	pan

Do the reverse of the above drill; let the teacher pronounce the following words, and the pupils separate them into their three sounds:

Drill for ă-t.

Teacher	Pupil	Teacher	Pupil
cat	k-ă-t	rat	r-ă-t
bat	b-ă-t	hat	h-ă-t
Nat	n-ă-t	sat	s-ă-t
mat	m-ă-t	pat	p-ă-t

SEAT WORK.

Similar to previous seat work, but with new material.

FOURTH LESSON.

Instead of the language lesson, teachers with a crowded program may devote this to a writing lesson, teaching the small script a.

Review all the writing previously taught.

PHONICS.

Review all the words in the two drills in the Third Lesson for a sound.

WRITING.

Teach the class to make small script a in the air and on the board. See the chapter on writing, in this manual.

SEAT WORK.

Select all small script a's from the letter box.

With the letter cards match small script a's from the board.

Cover small script a's.

See the chapter on seat work, in this manual.

Third Day.

FIRST LESSON.

PHONICS.

Review the drill for Long Vowels, and the drill for a-t.

The teacher first sounds each word, and the pupils pronounce the word. Then let the pupils sound the word, as the teacher pronounces it. Do not require the children to sound other words yet.

STUDY OF LETTER FORM.

Make small script a on the board, and ask the class what it is. Do the same with the circle (or oval). See that the children know the difference between the letter and the circle (or oval).

WRITING.

Review in the air and on board all writing previously taught.

Teach small script t for the t sound, as a was taught. (That is, in the air and on the board.)

SEAT WORK.

Select small script a's and t's from the letter box, and put the two letters into separate piles.

Match small script a's and t's from the board.

Cover small script a's and t's.

Note.—Small script a and t are to be written in a large hand on the board and let remain there where the pupils can see them. As other letters and other forms of the same letters are taught, these also are to be placed on the board and allowed to remain there.

SECOND LESSON.

PHONICS.

Give the same phonic review as in the First Lesson to-day.

STUDY OF LETTER FORMS.

See that the pupils recognize small script a and t on the board.

WRITING.

Review all writing previously taught, in the air and on the board.

NEW LETTER FORMS.

Teach small print a and t. Place the script and the print letters side by side on the board, thus (make the letters large): a a

t

Call attention to the similarities and the differences between the script and the print forms. Tell the class that one form we make when we write, and that the other form is used in books; but that each means the same thing, has the same sound. Do not require the children to make the print forms.

SEAT WORK.

Select all small print a's and t's from the letter box.

Match small script and small print a's and t's from the board.

Note.—Seat work may often be varied by allowing the children to write at the blackboard under the supervision of an older child, if the schoolroom has sufficient blackboard space.

In addition to the seat work with letters, try to provide every day for the pupils to practice with crayon in coloring pictures, etc.

THIRD LESSON.

STUDY OF LETTER FORMS.

Inspect the seat work to see that it is done properly.

Have the pupils recognize and read (give the sound of) the letters on the board (small script and small print a and t). Write these letters in different parts of the board and in different order for the children to recognize and read.

Note.—Do similar review to this at the beginning of every lesson with all letters as new ones are taught; though, for brevity, this direction may be omitted from this manual. Frequent review is necessary, though it need not take up much time.

PHONICS.

Give the same phonic review as in the First Lesson to-day. Do this rapidly.

Note.—If the program is crowded, the words that the teacher sounds, but the children do not, may be omitted. The children, however, should be required to sound all the words given in to-day's work for them to sound. They need frequent practice in this, in order to give the elementary sounds rapidly and accurately.

Let the teacher sound the following words for the pupils to pronounce:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
k-ā-n	cane	k-ē-n	keen	n-ē-d	need
ch-ā-n	chain	kl-ēn	clean	n-ŏ-d	nod
m-ā-n	mane	m-awr-n	morn	n-ŭ-t	nut
p-ā-n	pain	b-awr-n	born	n-ŏ-t	not
st-ā-n	stain	n-ī-n	nine	n-ō-t	note
r-ā-n	rain	n-ŭ-n	none	n-ĭ-t	knit
tr-ā-n	train	n-ă-n	Nan	n-ĕ-t	net
br-ā-n	brain	n-oō-n	noon	n-ā-m	name
gr-ā-n	grain	n-ĕ-d	Ned	n-ī-f	knife

Words for the pupils to sound:

Drill for ă-n.

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
man	m-ă-n	fan	f-ă-n	Dan	d-ă-n
pan	p-ă-n	ran	r-ă-n	Nan	n-ă-n
can	k-ă-n	tan	t-ă-n	Ann	ă-n

NEW LETTER.

Teach small script n for the n sound. Write it in the air and on the board.

WRITING.

Review all writing; practice on n, at the board.

SEAT WORK.

Select small script n's from the letter box.

Match small script n's and other letters previously taught, from the board.

Fourth Day.

FIRST LESSON.

PHONICS.

Review drill for long vowels, drill for a-t, drill for a-n.

STUDY OF LETTER FORMS.

Review from the board all letters in all forms previously taught.

WRITING.

Review in the air and on the board all script letters already taught.

NEW LETTER FORM.

Teach small print n, as small print a and t were taught.

SEAT WORK.

Select small print n's from the letter box.

Match small script and small print a's, t's, and n's from the board.

SECOND LESSON.

Inspect the seat work.

Pupils read from the board all letters in all forms as far as taught.

NOTE.—Always, in this manual, "reading a letter" means giving the sound of it, not its name.

PHONICS.

Review drill for ă-t, drill for ă-n.

Let the teacher sound the following words for the pupils to pronounce:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
g-ā-m	game	l-ĭ-m	limb	m-ĭ-t	mit
s-ā-m	same	br-ĭ-m	brim	m-är-k	mark
t-ā-m	tame	f-är-m	farm	m-ă-d	mad
kr-ē-m	cream	ch-är-m	charm	m-ā-d	made
dr-ē-m	dream	m-ǎ-t	mat	m-ŭ-d	mud
st-ē-m	steam	m-ā-t	mate	m-aw-d	Maud
st-ĕ-m	stem	m-ē-t	meat	m-ŭ-f	muff
j-ĭ-m	Jim	m-ĕ-t	met	m-ŭ-ĝ	mug
d-ĭ-m	dim	m-ī-t	might	m-ŏ-p	mop

Words for the pupils to sound:

Drill for ă-m.

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
lamb	l-ă-m	Sam	s-ă-m	ham	h-à-m
ram	r-ă-m	jam	j-ă-m	mam	m-ă-m

NEW LETTER.

Teach small script m for the m sound. Write it in the air and on the board. Compare its form with the letter n.

WRITING.

Review in the air and on the board all script letters already taught. Practice on n and m.

SEAT WORK.

Select small script m's from the letter box. Match these and other letters already taught, from the board.

THIRD LESSON.

Inspect seat work; review letters on the board.

PHONICS.

Review drill for ă-t, drill for ă-n, drill for ă-m.

WRITING.

Review all script letters, in the air and on the board.

NEW LETTER FORM.

Teach small print m as the other small print letters were taught.

SEAT WORK.

Select small print m's from the letter box. Match small script and small print a's, t's, m's from the board.

Fifth Day.

FIRST LESSON.

Review all letters on the board (children reading them).

PHONICS.

Rapid review of drills for a-t, a-n, a-m.

WRITING.

Review in the air and on the board all script letters taught.

PHONICS.

Let the teacher sound the following words for the pupils to pronounce:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
h-ŏ-t	hot	h-ă-d	had	h-ō-p	hope
h-ē-t	heat	h-ēr-d	heard	h-ĭ-p	hip
h-ĭ-t	hit	h-ō-m	home	h-aw-k	hawk
h-ī-t	height	h-ĭ-m	him	h-ă-z	has
h-ēr-t	hurt	h-ŭ-m	hum	h-ĭ-z	his
h-ĕ-d	head	h-ĕ-n	hen	h-ŏ-ḡ	hog
h-ī-d	hide	h-ŏ-p	hop	h-ŭ-ĝ	hug
h-ĭ-d	hid	h-ē-p	heap	h-ou-s	house
h-ŏŏ-d	hood	h-ŏŏ-p	hoop	h-â-r	hair

Words for the pupils to sound:

Drill for h.

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
hay	h-ā	hoe	h-ō	ham	h-ă-m
he	h-ē	who	h-oo	has	h-ă-z
high	h-ĩ	hat	h-ă-t	had	h-ă-d

NEW LETTER.

Teach small script h for the h sound. Write it in the air and on the board. Compare the latter part of h with the letter n.

SEAT WORK.

Select all small script h's from the letter box. Match these letters with others from the board. Cover small script h's

SECOND LESSON.

Inspect seat work. Review all letters on the board (sight work).

PHONICS.

Review drills for ă-t, ă-n, ă-m, h.

Note.—Do not always give these drills in review in the same order.

WRITING.

Review all script letters, in the air and on the board. Practice on h.

NEW LETTER FORM.

Teach small print h, as the other small print letters were taught.

SEAT WORK.

Select small print h's from the letter box. Match these letters and others from the board.

THIRD LESSON.

Inspect the seat work.

NOTE.—If there are older children in the room, even in the third or second grade, who know the alphabet, some of these can inspect the seat work while the teacher is occupied with another class.

Review all letters on the board (sight work).

PHONICS.

Review drills for h, ă-m, ă-n, ă-t.

WRITING.

Review all script letters; practice on h, at the board.

SEAT WORK.

Similar to other seat work of this day, but varied as much as possible.

Sixth Day.

FIRST LESSON.

If this day is Monday, the children will probably have forgotten some of the things taught last week. The first lesson should be devoted to reviewing everything, except the phonic drills sounded by the teacher. It will be well to begin with a word game (phonic drill sounded by the teacher) similar to those used last week. Give all the drills sounded by the pupils. Review writing all the letters in the air and on the board; practice on the board any letter that needs special attention. (It will probably be h.)

Seat work similar to the fifth day, with as much variation as possible: with letter cards, crayon, covering letters, etc.

SECOND LESSON.

Review all letters on the board (sight work). Review writing all letters in air and on board.

PHONICS.

Review drills for h. ă-m. ă-n.

Let the teacher sound the following words for the pupils to pronounce:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
b-ŏ-b	bob	t-ŭ-b	tub	b-00-t	boot
s-ŏ-b	sob	k-ŭ-b	cub	b-ă-k	back
k-ŏ-b	cob	b-ä-b	babe	b-ā-k	bake
w-ĕ-b	web	b-ī-t	bite	b-är-k	bark
b-ĭ-b	bib	b-ĭ-t	bit	b-är-n	barn
kr-ĭ-b	erib	b-ē-t	beat	b-ĕ-n	Ben
kr-ă-b	crab	b-ĕ-t	bet	b-ŭ-n	bun
gr-ă-b	grab	b-ŭ-t	but	b-ĭ-n	bin

Words for the pupils to sound:

Drill for b.

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
bow	b-ō	bay	b-ā	tab	t-ă-b
bee	b-ē	dab	d-ă-b	Rab	r-ă-b
by	b-ī	nab	n-ă-b		

NEW LETTER.

Teach small script b for the b sound. Write it in the air and on the board. Compare b with h, noting the likeness and the difference. Practice writing b on the board.

SEAT WORK.

Select small script b's from box; match these and other letters from the board; cover small script b, etc.

THIRD LESSON.

Review all letters on the board (sight work).

Review writing all script letters in air and on board. Practice on b.

Review the phonic drills of the preceding lesson.

NEW LETTER FORM.

Teach small print b as the other small print letters were taught.

SEAT WORK.

Select small print b's from box; match these and other letters from the board; crayon, etc.

Seventh Day.

FIRST LESSON.

Review all letters on the board (sight work). Review writing all script letters in air and on board. Practice on b.

PHONICS.

Rapid review of drills for ă-t, ă-m, b, ă-n.

Let the teacher sound the following words for the pupils to pronounce:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
f-ā-s	face	h-ou-s	house	s-ǎ-k	sack
b-ā-s	base	m-ou-s	mouse	s-ĭ-k	sick
ch-ā-s	chase	m-ī-s	mice	s-ŏ-k	sock
p-ā-s	pace	r-ī-s	rice	s-ŭ-k	suck
k-ā-s	case	n-ī-s	nice	s-ōa-n	soon
ğ-oō-s	goose	s-ō-p	soap	s-ŭ-n	sun
ḡ-ē-s	geese	s-oo-p	soup	s-ĕ-t	set

Words for the pupils to sound:

Drill for s.

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
say.	s-ā	so	s-ō	sat	s-ă-t
see	s-ē	sigh	s-ī	Sam	s-ă-m

NEW LETTER.

Teach small script s for the s sound. Write it in the air and on the board.

SEAT WORK.

Select small script s's from box; match these and other letters from board; cover small script s; etc.

SECOND LESSON.

Rapid review of all letters on board (sight work).

Review writing all script letters in air and on board.

It may be well to devote this lesson to writing on the board, making the children practice to make perfect forms.

NEW LETTER FORM.

Teach small print s as the other small print letters were taught.

SEAT WORK.

Select small print s's from box; match these and other letters from board. Practice with crayon, etc.

THIRD LESSON.

Rapid review of all letters on board (sight work). Review writing all script letters in air and on board.

PHONICS.

Rapid review of drills for h, b, s.

Let the teacher sound the following words for the pupils to pronounce:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
r-ĕ-d	red	r-ŭ-n	run	r-ā-k	rake
r-ē-d	read	r-ā-n	rain	r-ŏ-k	rock
r-ī-d	ride	r-ĕ-n	wren	r-ă-k	rack
r-ō-d	rode	r-ă-g	rag	r-ī-t	write
r-ŏ-d	rod	r-ŭ-g	rug	r-ō-t	wrote
r-ĭ-b	rib	r-ō-p	rope	r-00-t	root
r-ŏ-b	rob	r-ī-p	ripe	r-ŭ-f	rough
r-ō-b	robe	r-ă-p	rap	r-00-f	roof
r-ŭ-b	rub	r-ĭ-p	rip	r-ō-z	rose

Words for the pupils to sound:

Drill for r.

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
row	r-ō	rye	r-ī	ran	r-ă-n
ray	r-ā	rat	r-ă-t	ram	r-ă-m

NEW LETTER.

Teach small script r for the r sound. Write it in air and on board. Compare r with s, noting likeness and difference.

Practice writing s and r on the board.

SEAT WORK.

Select small script r's from box; match these and other letters from board. Cover small script r, etc.

Eighth Day.

FIRST LESSON.

Rapid review of all letters on board (sight work).

Review writing all script letters in air and on board. Practice writing r on board.

PHONICS.

Rapid review drills for h, b, s, r.

NEW LETTER FORM.

Teach small print r as the other small print letters were taught.

SEAT WORK.

Select small print r's from box. Arrange small script and small print r's side by side; the same for other letters; match r's and other letters from board, etc.

SECOND LESSON.

Rapid review of all letters on board (sight work). Review writing all script letters in air and on board. Rapid review of phonic drills for *a-m*, *a-t*.

WRITING WORDS.

Tell the children that now that they have learned to write letters, they may write some words. Dictate the words one at a time, the children standing at the board, facing the teacher, paying attention, and watching her lips. The teacher pronounces the word; the children give its three sounds, then turn to the board, and write the word. No other word is dictated until every child at the board has written the first word correctly. The teacher helps the children that do not write the word correctly, by having them sound the parts and noting them carefully, and writing the proper letter for each sound.

Suppose the first word dictated is *hat*, and a child does not know how to write it. Ask him to sound *hat*. He does so. Ask him, "What is the first sound?" If he does not know, tell him to sound it again; as soon as he says "h," stop him and say, "That is the first sound; now what is the first sound of *hat*?" As soon as the child can tell you the first sound of *hat*, have him write the letter; he should know that *h* stands for the h sound. Proceed in the same way with the a sound and the **t** sound.

The words to be dictated for the pupils to write on the board: hat, bat, mat, rat, sat.

Have each pupil read his list of words, sounding each letter, if necessary. This, as has been said before, will probably be difficult for the children. Take time and help them do this. When a child reads "h-ă-t," and does not recognize that it makes the word hat, have him repeat it faster and faster; if he still does not recognize the word, let the teacher sound the letters, pointing them out at the same time. Hearing the teacher's voice will help the child to recognize the word. As he reads on, the following words will be less difficult, for they all end ă-t.

Let the teacher write the words hat, bat, mat, rat, sat, on the board, and let them remain.

Let the class in concert sound and read the words written by the teacher.

SEAT WORK.

Let the children with script letter cards make the words written on the board.

THIRD LESSON.

Rapid review of all letters on board (sight work).

Review the words on the board, the class sounding the letters in concert, and pronouncing the words. Then let each child singly do the same. Do not require them to sound each letter, if they can pronounce the word without doing so; but if they guess, or hesitate, require them to sound each letter, and then pronounce the word.

Erase the words from the board. Dictate them to the children to be written as in the preceding lesson. Dictate them in different order from the other lesson. Let each child read his list of words, sounding each letter, if necessary.

Erase the children's work, and let the teacher write the words on the board again, to remain.

Let the class in concert sound and read the words written by the teacher.

SEAT WORK.

Similar to the preceding lesson; but vary it, if the children seem tired. Use crayon; cover script letters; match from the board, etc.

Ninth Day.

FIRST LESSON.

Rapid review of phonic drills for ă-t, ă-m, h, b, s, r. Rapid review of all letters on the board.

NOTE.—Vary this review often by asking the children to point out the letters in words written by the teacher on the board. For example, say: "Find t in a word;" and let a child point it out; and so with all the letters.

Children read from the board all words taught yesterday (in script letters). Write these words on the board in small print letters side by side with the script letters, thus:

hat hat bat mat mat rat rat sat sat

Let the children read the words in small print, sounding each letter, if necessary. Read the two columns across, then down. Do this in concert and individually.

SEAT WORK.

Let the children have word cards, each card containing one of the words studied, some in small script and some in small print, and match with the cards the words on the board, arranging each script word and each print word side by side.

If more seat work is needed, use letter cards to make these words; vary with covering letters, using crayon to color pictures, etc.

SECOND LESSON.

Rapid phonic review in whatever sounds the class needs most.

Read all words on the board, script and print, in concert and singly. Ask individuals to find bat, sat, hat, etc.

NEW LETTER FORM.

Teach capital print N. Tell the class that when we write the name of a person we use a different letter to begin with from the other letters. "I will show you how to write Nat, a boy's name. Sound Nat." The class says, "n-ž-t." "What is the first sound?" "n." "This is the way we write n in Nat's name." Then show the letter N (capital print) and write the word Nat in print letters on the board. Let the class sound the letters and pronounce the word.

STUDY IN THE HOWELL PRIMER.

Tell the class we are going to find letters in our books. Open the Howell Primer at page 6. Show the children how to hold the book and to keep the place. Ask them to point out and sound all the letters they know. (Do not now try to teach the capital forms, though many children will learn them from seeing them by the letters they already know.) Speak of the pictures. Let them tell you that the first is a top. Ask them to sound *top*. "What is the first sound?" They will reply, "t." "There is t for *top*," the teacher may say. And so with the other letters that the class has studied. (Bear in mind that they have not had *d*, *g*, *o*, *i*, and only one capital, N.)

If there is time, and the children are not tired, turn to page 10, and ask them to find letters that they know on that page. For example, ask them to find a long line of t's; a long line of a's; find b, s, r, etc.

Note.—The purpose of this exercise is to accustom the children to recognizing letters in the book; this will be harder for them than recognizing letters on the board or on a card; because the letters in the book are smaller, and also the large number of letters on a page is confusing to a beginner.

SEAT WORK.

Similar to that of the first lesson to-day. Use cards with capital N.

THIRD LESSON.

Review the words on the board, script and print.

Read from the Howell Primer, page 10. Read first the words under the pictures, bat, rat, hat, and Nat on page 11. Ask if they know that boy's name. Tell them to read it and see what his name is.

Read the words in the second column (at to sat).

Ask the children to find bat, hat, etc.

PHONICS.

Let the teacher sound bats, rats, hats, Nat's, mats, giving all four sounds of each word separately. See that the pupils pronounce the words correctly, not slighting final s. Give the words in pairs; bat, bats; rat, rats, etc. The purpose is for the children to notice the final s sound, and to pronounce it in the words.

Do the reverse: let the teacher pronounce bat, and the pupils sound, b-ă-t; teacher, bats; pupils, b-ă-t-s; etc.

WRITING.

Dictate the four words bat, rat, hat, mat, for the children to write on the board. Let them read the words. Tell them to change bat into bats, etc. Teach them to do this by adding s to each word. Then let each child read the words bats, rats, hats, mats, which he has written.

The teacher adds these words, in script and in print, to her list of words on the board.

SEAT WORK.

Let them use letter cards to make *bat* and *bats*, *rat* and *rats*, etc., side by side, from a copy on the board, using script letters; also print letters, if conditions favor it; and word cards.

Tenth Day.

FIRST LESSON.

Rapid review of phonic drills for h, b, s, r, ă-t, ă-ts, and any others that the class may need.

Rapid review of all letters on the board (sight work).

Review writing all script letters in air and on board.

Review reading from the board all words previously taught (script and print), hat, bat, etc., hats, bats, etc.

Read these words in small print in the Howell Primer, page 10.

Review phonic drill for a-m.

Children write on board from dictation, ham, mam, ram.

Children read the words they have written.

The teacher adds these words in script to the others she has on the board.

SEAT WORK.

Use cards and match words in am; also word cards.

SECOND LESSON.

Rapid review of phonic drills for h, b, s, r, a-m.

Rapid review of all letters on the board (sight work).

Children read ham, mam, ram on the board.

The teacher erases these words and dictates them to the children to write on board. Children read the words they have written.

The teacher replaces the words on the board, in script and in print.

Children read the words on the board in script and in print.

Children read the words in the Howell Primer, page 10, ending in at, ats, and am (small letters only).

PHONICS.

Let the teacher sound the following words for the pupils to pronounce:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
p-ĭ-g	pig	m-ŭ-ĝ	mug	g-ā-t	gate
f-ĭ-g	fig	h-ŭ-ĝ	hug	g-ĕ-t	get
b-ĭ-g	big	d-ŏ-ḡ	dog	ḡ-ŏ-t	got
d-ĭ-g	dig	h-ŏ-ḡ	hog	ḡ-ĭ-v	give
p-ĕ-g	peg	fr-ŏ-ḡ	frog	g-ā-v	gave
k-ĕ-ġ	keg	<u> </u>	goose	ĝ-ā-m	game
b-ĕ-g	beg	g-ēē-s	geese	g-ŭ-m	gum
b-ŭ-g	bug	g-ă-s	gas	g-ŭ-n	gun
j-ŭ-g	jug	g-ŭ-s	Gus	g-ă-p	gap

Words for the pupils to sound:

Drill for ă-g.

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
bag	b-ă-g	nag	n-ă-g	fag	f-ǎ-ḡ
tag	t-ă-g	wag	w-ă-g	sag	s-ă-g
rag	r-ă-g	gag	g-ă-g	jag	j-ă-g

NEW LETTER.

Teach small script g for the \bar{g} sound. Write it in air and on board.

SEAT WORK.

Select small script g's from the letter box. Match small script g's and other letters taught. Match words ending in am, etc.

THIRD LESSON.

Rapid review of phonic drills for $\check{\textbf{a}}$ - $\check{\textbf{g}}$, $\check{\textbf{a}}$ - $\check{\textbf{t}}$, $\check{\textbf{a}}$ - $\check{\textbf{m}}$.

Rapid review of all letters on the board (sight work).

Review writing all script letters in air and on board.

Read from board all words already taught.

Read from the Howell Primer, page 10, all words already taught.

Practice writing g and r on the board.

NEW LETTER FORM.

Teach small print g. Compare this form with the script.

SEAT WORK.

Select small print g's from letter box. Match small script g's, small print g's, etc. Match the words on the board.

Eleventh Day.

FIRST LESSON.

Rapid phonic review of all words sounded by the pupils.
Rapid review of all letters on the board (sight work).
Review all letters in the Howell Primer as far as taught, pages 6-9.
Review reading all words taught, on board and in the book.

Review writing all script letters in air and on board.

Children write from dictation on the board the words, bag, rag, tag, nag, gag. Children read the words they have written.

The teacher writes these words on the board, adding them to her permanent list in script and in print.

The children read these new words written on the board by the teacher.

SEAT WORK.

Match words ending in ag, script and print; also use word cards.

SECOND LESSON.

Rapid review of all letters on the board (sight work). Review writing all script letters in air and on board. Practice writing g, h, and b on board.

Read in the Howell Primer, page 10, words ending in am and ag, small letters.

NEW LETTER FORMS.

Teach capital print T and A. Compare these with the small script and small print. Let the new forms remain on the board.

SEAT WORK.

Make capital T and A with colored sticks or seeds. Select Capital T and A from the letter box.

With letter cards arrange the three forms of t and a side by side, thus:

t t T a a A

THIRD LESSON.

Rapid review of all letters on the board (sight work). Review writing all script letters in air and on board. Let the children find capital A and T in the Howell Primer. Phonic drill; words on page 10, Howell Primer. Read all words in small letters on page 10, Howell Primer.

NEW LETTER FORMS.

Teach capital B and H; compare these with the forms already taught. Write on board the words NAT, BAT, HAT in capitals, for children to read.

SEAT WORK.

Select capital H and B from letter box. Cover capital H and B. Make H with colored sticks. Match $a,\ t,\ h,\ b,$ three forms, as in preceding lesson.

Match words NAT, BAT and HAT in capital letters, with letter cards, and with word cards.

Twelfth Day.

FIRST LESSON.

Rapid review of phonic drills for all words sounded by the pupils. Rapid review of all letters on the board, including capitals (sight work). Review all letters as far as taught, pages 6-9, in the Howell Primer. Children read list of words on board, script and print, in concert and singly. Then read from the book all words taught on page 10.

NEW LETTER FORMS.

Teach capital R and S. Compare with the forms already taught.

Write on the board the words RAT, SAT in capitals, for children to read.

SEAT WORK.

Select capital R and S from letter box.

Cover capital R and S.

Match s and r in three forms; other letters also (n, a, t, s, b).

Match words, RAT, SAT, HAT, BAT, in capitals, with letter cards.

SECOND LESSON.

Phonic drill: page 11, Howell Primer.

Rapid review of all letters in all forms on the board (sight work).

Review all letters in the primer.

Review writing all script letters in air and on board.

Review writing on board from dictation words ending in ag, page 10, Howell Primer.

NEW LETTER FORM.

Teach capital M. Compare this with the forms already taught. Compare capital M and N. $^{\prime\prime}$

Write the words MAT, NAT in capitals on the board for children to read.

SEAT WORK.

Select capital M and N from letter box.

Make capital M and N with sticks.

Match words with capital letters.

Match m in all three forms; also other letters.

THIRD LESSON.

Rapid review of all letters in all forms as far as taught, on board and in book.

Review, reading from board all words in all forms as far as taught, thus:

hat	hat	HAT	hats	hats	HATS
bat	bat	BAT	bats	bats	BATS
mat	mat	MAT	mats	mats	MATS
rat	rat	RAT	rats	rats	RATS
sat	sat	SAT			
	Nat	NAT			
	ham	ham	HAM	bag	bag .
	mam	mam	MAM	rag	rag
	ram	ram	RAM	tag	tag
				nag	nag
				gag	gag

Note.—These are the same as the lists in the Howell Primer, page 10, except that if the teacher has been teaching the small script letters before the other forms, this form should be written first on the board, as the one that the children will probably know best; next should come the small print, because this is most like the small script; last should come the capital letters. The arrangement in the Primer is for teachers who teach reading before writing; the capital forms are given first, because they are the easiest to learn.

Note also that the lists written by the teacher on the board have not so many words as the lists in the Primer.

Read in the Howell Primer, page 10, all words ending in at and ats, small letters and capitals. Read them down in columns, and across in lines.

Read on the same page all words ending in am, small letters and capitals. Read the words ending in ag, small letters only.

NEW LETTER FORM.

Teach capital G. Write words ending in AG in capitals on board for children to read.

SEAT WORK.

Select capital G's from letter box.

Match capital G's and other letters.

Match words in capital letters, including G.

Thirteenth Day.

FIRST LESSON.

Rapid review of all letters in all forms as far as taught, on board and in book.

Review reading all words taught in all forms, on board and in book.

Review writing all script letters in air and on board.

Children write these words on board from dictation: man, ran, tan.

Each child reads the words he has written.

The teacher writes these words on the board in script and in print.

The children read the words just written by the teacher. These words remain on the board.

PHONICS.

Let the teacher sound the following words for the pupils to pronounce:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
m-ā-d	made	k-är-d	card	d-ī-n	dine
p-ā-d	paid	y-är-d	yard	d-ŭ-n	done
sh-ā-d	shade	d-ŏ-ḡ	dog	d-ŭ-k	duck
w-ā-d	wade	d-ĭ-ḡ	dig	d-är-k	dark
f-ē-d	feed	d-ŭ-g	dug	d-ē-p	deep
s-ē-d	seed .	d-ī-m	dime	d-ĭ-p	dip
w-e-d	weed	d-ĭ-m	dim	d-ā-t	date
b-ĕ-d	bed	d-ŭ-m	dumb	d-ŏ-t	dot
f-ĕ-d	fed	d-ĕ-n	den	d-ŭ-v	dove
sh-ĕ-d	shed	d-ĭ-n	din	d-ī-v	dive

Words for the pupils to sound:

Drill for ă-d.

Teacher	Pupil	Teacher	Pupil	 Teacher	Pupil
mad	m-ă-d	sad	s-ă-d	dad	d-ă-d
bad	b-ă-d	had	h-ă-d	gad	g-ă-d

NEW LETTER.

Teach small script d for the d sound. Write in air and on board.

SEAT WORK.

Select small script d's from letter box. Cover small script d.

Match small script d's.

Match words ending in an.

SECOND LESSON.

Rapid review of all phonic drills sounded by the pupils.

Rapid review of all letters in all forms as far as taught, on board and in book.

Review writing all script letters in air and on board.

Review reading from board all words taught.

Read from Howell Primer, page 10, all words in small letters, and in capitals.

Write from dictation on board: dad, had, bad, mad, sad.

Each child reads the words he has written.

Teacher adds these to her list, as usual.

NEW LETTER FORM.

Teach small print d. Compare with the other forms.

Teach capital D. Let children find it on page 7 in the Howell Primer. Write the word Dan on the board in print for children to read.

SEAT WORK.

Select capital D's from letter box.

Cover capital D.

Match capital D's.

Match the word Dan in print; also other words.

Match all letters taught in all forms taught.

THIRD LESSON.

Rapid review of all letters in all forms as far as taught, on board and in book.

Review reading from board all words taught, in all forms.

Review all words on page 10, Howell Primer, including capital letters. Read down in columns and across in lines.

Read words in the Primer, page 11, ending in an, small letters and capitals.

NEW LETTER FORM.

SEAT WORK.

Select small print d's from letter box.

Work with d's in all forms.

Match words already taught.

Fourteenth Day.

FIRST LESSON.

Rapid review of all letters in all forms, on board and in book.

Rapid review of all words taught on board and in book.

Review writing all script letters in air and on board.

Practice writing a and d on the board.

Review writing from dictation on board the words: dad, had, bad, mad, sad.

Each child reads the words he has written.

The teacher writes the words on the board in script and in print, thus:

dad dad DAD had had HAD etc., etc.

Children read these words on the board in all forms. Read in Primer, page 11, all words ending in ad, small letters and capitals.

SEAT WORK.

Match the new words on the board, with three forms of letters.

Note.—Bear in mind that usually in this manual only the new kind of seat work is prescribed. The teacher should review frequently the previous seat work, and provide a variety, so that the children will not become tired of any one thing. Let them as often as possible use crayon to color pictures or outlines, etc., in order to have practice in handling the crayon. But do not let them try to write letters yet, unless under supervision to see that they do not acquire incorrect habits.

SECOND LESSON.

Rapid review of all letters in all forms, on board and in book.

Review reading all words on the board in all forms.

Review reading in Primer, page 11, all words ending in an and ad, capitals and small letters. Read them down, and across.

Read the remaining words on page 11; down and across; capitals and small letters.

PHONICS.

Let the teacher sound the following words for the children to pronounce:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
t-ŏ-p	top	p-ŏ-t	pot .	k-ŏ-ḡ	cog
sh-ŏ-p	shop	k-ŏ-t	cot	j-ŏ- <u></u> g	jog
ch-ō-p	chop	sh-ŏ-t	shot	f-ŏ-ḡ	fog
h-ŏ-p	hop	sp-ŏ-t	spot	fr-ŏ-ḡ	frog
m-ŏ-p	mop	sl-ŏ-t	slot	fl-ŏ-ḡ	flog
р-ŏ-р	pop	tr-ŏ-t	trot	k-ŏ-b	cob
s-ŏ-p	sop	j-ŏ-t	jot	j-ŏ-b	job
dr-ŏ-p	drop	bl-ŏ-t	blot	p-ŏ-d	pod
kr-ŏ-p	crop	pl-ŏ-t	plot	sh-ŏ-d	shod

Words for the pupils to sound:

Drill for ŏ.

Let the teacher pronounce for the pupils to sound the words on page 12 of the Howell Primer.

NEW LETTER.

Teach small script o for the o sound. Compare it with the circle (or the oval).

SEAT WORK.

Select o's from letter box.

Match o's, etc.

THIRD LESSON.

Rapid review of all letters in all forms, on board and in book.

Rapid review, reading all words, in all forms, on the board.

NOTE.—In the reviews frequently write the words on the board in different order for the children to read.

Review reading all words on page 11, Howell Primer.

Review writing all script letters in air and on board.

Practice writing o on the board.

Children write from dictation on the board the words on page 12 of the Primer, ending in ot.

Each child reads the words he has written.

The teacher writes these words on the board in script, small print, and in capitals.

Call attention to the similarity of the letter o in script, small print, and in capital form.

Children read the words the teacher has written, in all forms.

SEAT WORK.

Match the new words on the board, with script, small print, and capital letter cards.

Fifteenth Day.

FIRST LESSON.

Rapid review of all letters in all forms, on board and in book.

Rapid review, reading all words, in all forms, on board and in book, pages 10, 11, and words ending in ot on page 12.

Review writing all script letters in air and on board.

Review any phonic drill sounded by the pupils.

Review phonic drill, page 12, Howell Primer, the children sounding the words.

Children write from dictation: dots, rots, tots.

Each child reads the words he has written.

The teacher writes these words on the board in script, small print, and in capitals.

The children read the words the teacher has written.

SEAT WORK.

Match the new words with script, small print, and capital letter cards.

SECOND LESSON.

Rapid review of all letters in all forms, on board and in book.

Review reading all words on the board in all forms.

Review writing all script letters in air and on board.

Practice writing r and h on board.

Children write from dictation: hod, rod, nod, sod.

Each child reads the words he has written.

The teacher writes these words on the board, in script, small print, and in capitals.

Children read the words the teacher has written.

Review reading from the book, page 12, words ending in ot and ots.

Read from the book, page 12, words ending in od, capitals and small letters.

SEAT WORK.

Match the new words on the board with script, small print, and capital letter cards.

THIRD LESSON.

Phonic review of page 12, children sounding the words.

Rapid review of all letters in all forms, on board and in book.

Rapid review of all words on page 11 of the Primer.

Review on the board and in the book, page 12, all words ending in ot, ots, and od.

Let the children try to read the remaining words on page 12 of the Primer. Let them sound each word in order to find out what it is. If this proves to be too much, let them read only a part of the remaining words: save the rest for another lesson.

SEAT WORK,

Match some of the new words.

Sixteenth Day.

FIRST LESSON.

By way of a phonic review let the teacher conduct a word game similar to the exercises in the first and second days; try to use different words, however.

Rapid review of any phonic drills sounded by the pupils.

Rapid review of all letters in all forms, on board and in book.

Review reading all words on board and in book.

Pay special attention to page 12.

Review writing all script letters in air and on board.

SEAT WORK.

Matching words, Bob, hog, etc., from page 12, Howell Primer.

SECOND LESSON.

Rapid review of all letters in all forms, on board and in book.

Review reading all words on page 11 in book, capitals and small letters.

Review reading all words on board and in book from page 12 of the Primer, capitals and small letters.

PHONICS.

Drill to distinguish between the a sound and the i sound.

Let the teacher give the following words in pairs for the pupils to pronounce, thus: Teacher, "ă-t." First pupil, "at." Teacher, "i-t." First pupil, "it." Teacher, "k-ă-t." Second pupil, "cat." Teacher, "k-ĭ-t." Second pupil, "kit."

The teacher writes these words on the board, in script, small print, and in capitals.

Children read the words the teacher has written.

Review reading from the book, page 12, words ending in ot and ots.

Read from the book, page 12, words ending in od, capitals and small letters.

SEAT WORK,

Match the new words on the board with script, small print, and capital letter cards.

THIRD LESSON.

Phonic review of page 12, children sounding the words.

Rapid review of all letters in all forms, on board and in book.

Rapid review of all words on page 11 of the Primer.

Review on the board and in the book, page 12, all words ending in ot, ots, and od.

Let the children try to read the remaining words on page 12 of the Primer. Let them sound each word in order to find out what it is. If this proves to be too much, let them read only a part of the remaining words: save the rest for another lesson.

SEAT WORK.

Match some of the new words.

Sixteenth Day.

FIRST LESSON.

By way of a phonic review let the teacher conduct a word game similar to the exercises in the first and second days; try to use different words, however.

Rapid review of any phonic drills sounded by the pupils.

Rapid review of all letters in all forms, on board and in book.

Review reading all words on board and in book.

Pay special attention to page 12.

Review writing all script letters in air and on board.

SEAT WORK.

Matching words, Bob, hog, etc., from page 12, Howell Primer.

SECOND LESSON.

Rapid review of all letters in all forms, on board and in book.

Review reading all words on page 11 in book, capitals and small letters.

Review reading all words on board and in book from page 12 of the Primer, capitals and small letters.

PHONICS.

Drill to distinguish between the a sound and the i sound.

Let the teacher give the following words in pairs for the pupils to pronounce, thus: Teacher, "ă-t." First pupil, "at." Teacher, "i-t." First pupil, "it." Teacher, "k-ă-t." Second pupil, "cat." Teacher, "k-ĭ-t." Second pupil, "kit."

OTHER LETTER EQUIVALENTS.	SOUND SYMBOLS.	Examples.
	4	task, last, past, grass.
		fair, bair, lair, stair.
are		care, fare, glare, hare.
ere		there, where.
ear	8	bear, pear, tear.
		bat, hit, bin, hog.
hb		ehh.
		cat, can, cot, cut.
k		kin, kid, keep, ken.
ch	eb	ache, choir, school, echo.
ck		sack, lack, pack, sick.
q		liquor, piquant.
		din, dig, dog, dam.
ed		toiled, soiled, learned.
dd		add.
	. 8	met, men, mend, hend.
ea	8	dead, dread, bread, stead.
		mete, sere, mere.
e	8	me, he, ye, she.
ee	8	seen, weep, deep, peep.
ea		meat, heat, heat, seat.
ie	8	field, yield, shield, brief.
i	1	police, valise, machine.
ei		seize, receive.

LETTER SYMBOLS.	OTHER LETTER EQUIVALENTS.	SOUND SYMBOLS.	Examples,
12.—er*.		a	her, herd, term, fern.
	ir	1	hird, third, first.
	ur	a	eurl, hurl, furl.
	or		worm, world, worship.
	ar		cellar, altar, collar.
	ear		learn, earth, pearl.
	yr	ĩ	myrrh, myrtle.
13.—f			fat, fin, find, fop.
	ph		Ralph, seraph, physic.
	ff		euff, puff, muff.
	gh		laugh, rough, tough, slough
14.—g		8	get, got, go, gun.
	gg		egg.
	gh		ghost.
15.—h			him, hit, hop, hut.
	wh		who, whole, whoop, whose.
16.—i		1	him, hit, pin, sin.
	у	,	hahy, pony, hony.
	ie	T	Sallie, hirdie, doggie.
	ey	,	hopey, money, monkey.
	ai	T	hargain, certain, villain.
	ee		hreeches, hreeching.

*Note that in very, merry, cherry, etc., the e is short.

A handy phonic Chart, 1912

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Teacher	Pupil	Teacher	Pupil	Teache r	Pupil
ă-t	at	r-ă-p	rap	p- ă- n	pan
ĭ-t	it	r-ĭ-p	rip	p-ĭ-n	pin
k-ă-t	cat	ch-ă-p	chap	k-ă-n	ean
k-ĭ-t	kit	ch-ĭ-p	chip	k-ĭ-n	kin
b-ă-t	bat	t-ă-p	tap	b-ă-ḡ	bag
b-ĭ-t	bit	t-ĭ-p	tip	b-ĭ-ḡ	big
h-ă-t	hat	s-ă-p	sap	s-ă-nk	sank
h-ĭ-t	hit	s-ĭ-p	sip	s-ĭ-nk	sink
f-ă-t	fat	s-ă-k	sack	th-ă-nk	thank
f-ĭ-t	fit	s-ï-k	sick	th-ĭ-nk	think
p-ă-t	pat	p-ă-k	pack	r-ă-nk	rank
p-ĭ-t	pit	p-ĭ-k	pick	r-ĭ-nk	
s-ă-t	sat	h-ă-m	ham	dr-ă-nk	drank
s-ĭ-t	sit	h-ĭ-m	him	dr-ĭ-nk	drink

Words for the pupils to sound:

Drill for i.

Let the teacher pronounce for the pupils to sound the words on page 13 of the Howell Primer (except *rabbit*, *habit*, and *robin*). See that the children pronounce the correct vowel sound; do not let them slur it, or say a or e for i.

NEW LETTER. .

Teach small script i for the i sound. Write it in air and on board. Do not let the children omit the dot of the i.

SEAT WORK.

Select small script i's from the letter box.

Match i's, etc.

THIRD LESSON.

Rapid review of all letters in all forms, on board and in book.

Review writing all script letters in air and on board.

Practice writing i on the board.

Review reading all words from page 12 of the Primer, on board and in the book.

If time permits, review also reading words on pages 10 and 11.

Review the new phonic drills in the preceding lesson.

Children write from dictation on the board: mit, bit, hit, sit, it.

Each child reads the words he has written.

The teacher writes these words on the board in script, small print, and in capitals.

Call attention to the script i and the small print; also to the similarity and the difference between these letters and capital I.

Children read the new words written by the teacher.

SEAT WORK,

Match the new words on the board with script, small print, and capital letter cards; also word cards.

Seventeenth Day.

FIRST LESSON.

Rapid phonic review of words on page 12 of the Primer, the pupils sounding the words.

Rapid review of the phonic drill to distinguish between the å sound and the I sound, the teacher sounding the words, and the pupils pronouncing them.

Rapid phonic review of words on page 13 of the Primer, the children sounding the words.

Rapid review of all letters in all forms, on board and in book.

Rapid review in concert of all words in all forms on the board.

Review reading all words in the Primer, page 12.

Read in the Primer, page 13, all words ending in it and its, small letters and capitals.

Review writing all script letters in air and on board.

SEAT WORK.

Match it, its, etc.

SECOND LESSON.

Rapid phonic drill of words on pages 12 and 13 of the Primer, the children sounding the words.

Rapid review of all letters in all forms, on board and in book.

Rapid review in concert of all words in all forms on the board.

Review reading all words on page 12 of the Primer, and the words ending in it and its on page 13.

If time permits, review also words on pages 10 and 11.

Review writing all script letters in air and on board.

Children write from dictation on the board: bin, tin, sin, din, in.

Each child reads the words he has written.

The teacher writes these words on the board in script and in small print. Children read the words written by the teacher.

SEAT WORK.

Match the new words on the board, with script and small print letter cards.

THIRD LESSON.

Same reviews as in the preceding lesson.

Read in the Primer, page 13, words ending in in.

Practice writing g on the board.

Children write from dictation: dig, big, gig, rig.

Each child reads the words he has written.

Teacher writes these words on board in script and in small print.

Children read the words written by the teacher.

SEAT WORK.

Match the new words on the board.

Eighteenth Day.

FIRST LESSON.

Give the same reviews as in the first lesson of the seventeenth day. Review reading in the Primer, page 13, all words that have been taught.

Children write from dictation: did, hid, bid, mid, rid.

Each child reads the words he has written.

The teacher writes these words on the board in script and in small print.

The children read the words written by the teacher.

SEAT WORK,

Match the new words on the board with script and with small print letter cards.

Note.—See that the children play tag at recess; show them how, if they do not know. Talk about it at the language period. See the chapter in this manual on *How to Teach the Reading Lessons*.

SECOND LESSON.

Rapid phonic review of page 13, the children sounding the words.

Rapid review of all letters in all forms, on board.

Review reading some words on each of these pages, as time will allow: pages 10, 11, 12, and all the words taught on page 13, in the Primer.

Let the children read the remaining words on page 13.

SEAT WORK.

Match some of the new words: match TAG, Tag, tag, Nat, Sam, ran, hit.

THIRD LESSON.

Teacher inspect the words pupils have been making at their seats: let each child read his words.

Rapid review, reading words on pages 10-13 in the Primer, ending in at, am, ag, an, ot, it, id, im in small print only. Try to get the pupils to read these words without sounding each letter; to read them at sight.

Let the class read the story, Tag, on page 14 of the Howell Primer. See the chapter in this manual on *How to Teach the Reading Lessons*.

SEAT WORK.

Give the children the word cards for the story they have read, and let them make the story with these cards.

Note.—Let the children take their books home to read the story to father and mother.

Nineteenth Day.

FIRST LESSON.

Rapid phonic review of words ending in at, am, ag, an, ot, it, id, im (pages 10-13 in the Primer).

Rapid review of all letters in all forms, on board and in book.

Review writing all script letters in air and on board.

Review, reading rapidly, at sight, if possible, words on pages 11-13 in the Primer, ending in at, am, ag, an, ot, it, im, in small print only.

Review reading the story of Tag on page 14.

Rapid phonic review of words ending in ats, ad, on, its, ig, the children sounding the words.

Rapid reading, in small print only, of the words just sounded. (This may be from the board or from the book, as the teacher finds most convenient. The reading will not be rapid at first, and it will never be as rapid as the teacher can read; the aim is to have the children call these words at sight, without sounding each letter; but give them time to think, and let them gradually read faster and faster.)

WRITING.

Children should not be put to writing on paper too soon. Their muscles should be first trained, by writing in the air and on the board, to make the correct forms and in the correct manner (that is, beginning at the right place and moving in the right direction). Some children can begin writing on paper sooner than others; and some teachers following this manual may have already put their pupils to writing on paper. We would only caution teachers not to do this until the children can make fairly correct forms, and with the correct movement.

But from now on, writing on paper, with a large crayon or large soft pencil, may form a part of the daily program. See the chapter on *Writing* in this manual.

SEAT WORK.

Use the word cards for the Tag story to build the story, as yesterday.

SECOND LESSON.

Same reviews as the first lesson, including phonic drills, rapid reading of words, and the story of Tag, page 14.

Let the class read the story of Don, page 15. See the chapter in this manual on How to Teach the Reading Lessons.

SEAT WORK.

Give the children the word cards for the story of Don, and let them build the story.

THIRD LESSON.

Same reviews as the first and second lessons. (The purpose of these frequent reviews is to attain rapidity along with accuracy and confidence.)

Review reading the story of Don, page 15.

Teach the use of a as article, page 16 in the Primer. Read the first column, A tag to A tin. See the chapter in this manual on The Word Lists and How to Use Them.

SEAT WORK.

Use the word cards for the story of Don to build this story. Match A tag, A rag, etc.

Twentieth Day.

FIRST LESSON.

Repeat the reviews of yesterday, including reading the two stories. Review $A\ tag$, $A\ rag$, etc., in the Primer, page 16.

PHONICS.

Let the teacher sound for the pupils to pronounce all the words on page 16 ending in s. In each case give s the z sound.

Pronounce these same words to the pupils for them to sound.

Tell the pupils that at the end of words s often has the sound of z. (Do not use the name of the letter z: only give that sound.) Then dictate for the pupils to write on the board: has, as, his, is.

Let each child read the words he has written.

The teacher writes these words on the board in script and in small print.

The children read the words written by the teacher.

SEAT WORK.

Match the new words on the board, with script and with small print letter cards.

SECOND LESSON.

Repeat all the reviews of the first lesson, including the two stories.

Review the phonic drills for the z sound, on page 16.

Review reading the newest words on the board.

Read all the words on page 16. Try to get a natural expression in such phrases as A tag, a bad dog, etc. Try to have the words read at sight.

SEAT WORK.

Match the phrases, a bad dog, etc., with letter cards.

THIRD LESSON.

Repeat all the reviews of to-day, and review everything taught to-day.

Let the class read the story of Ann's Rabbit, page 17. See the chapter in this manual on *How to Teach the Reading Lessons*.

SEAT WORK.

Give the children the word cards for the Story of Ann's Rabbit, and let them build the story.

NOTE.—Let the children take their books home once a week or oftener, to read to father and mother. In fact, they might take the books home every day now, unless the teacher notices some harm resulting from so doing.

Note.—Many children confuse the sounds of ă, ĭ, and ě; they do not distinguish between man and men, pin and pen, etc. Before proceeding to the next lesson, which is the drill for the ĕ sound and the letter e on page 18, give the following drills to distinguish the ĕ sound from the ă sound and the ĭ sound. Conduct these drills similarly to the drill above to distinguish the ă sound

from the $\tilde{1}$ sound. It is not enough for the children to pronounce these words correctly; they ought to know the difference in meaning between man and men, pin and pen, etc.

Drill to distinguish between the $\check{\mathbf{a}}$ sound and the $\check{\mathbf{e}}$ sound:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
m-ǎ-n	man	h-ă-m	ham	b-ă-k	back
m-ĕ-n	men	h-ĕ-m	hem	b-ĕ-k	beck
p-ă-n	pan	j-ă-m	jam	l-ă-s	lass
p-ĕ-n	pen	j-ĕ-m	gem	I-ĕ-s	less
d-ă-n	Dan	h-ă-d	had	m-ă-s	mass
d-ĕ-n	den	h-ĕ-d	head	m-ĕ-s	mess
t-ă-n	tan	s-ă-d	sad	ḡ-ǎ-s	gas
t-ĕ-n	ten	s-ĕ-d	said	ḡ-ĕ-s	guess
th-ă-n	than	l-ă-d	lad	b-ă-nd	band
th-ĕ-n	then	∕l-ĕ-d	led	b-ĕ-nd	bend
m-ă-t	mat	sh-ă-d	shad	l-ă-nd	land
m-ĕ-t	met	sh-ĕ-d	shed	l-ĕ-nd	lend
p-ă-t	pat	ă-d	add	s-ă-nd	sand
p-ĕ-t	pet	ĕ-d	Ed	s-ĕ-nd	send
b-ă-t	bat	b-ă-g	bag	ă-nd	and
b-ĕ-t	bet	b-ĕ-ḡ	beg	ĕ-nd	end
n-ă-t	Nat	l-ă-g	lag	m-ă-sh	mash
n-ĕ-t	net	l-ĕ-ḡ	leg	m-ĕ-sh	mesh
s-ă-t	sat	p-ă-k	pack	l-ă-st	last
s-ĕ-t	set	p-ĕ-k	peck	l-ĕ-st	lest
T) -: ! 11 . 4 -	Atakin anatah	14			

Drill to distinguish between the i sound and the e sound:

Teacher	Pupil	Teacher	Pupil	Teacher	Pupil
p-ĭ-n	pin	b-ĭ-t	bit	w-ĭ-l	will
p-ĕ-n	pen	b-ĕ-t	bet	w-ĕ-l	well
t-ĭ-n	tin	p-ĭ-t	-pit	b-ĭ-1	bill
t-ĕ-n	ten	p-ĕ-t	pet	b-ĕ-l	bell
d-ĭ-n	din	s-ĭ-t	sit	f-ĭ-l	fill
d-ĕ-n	den	s-ĕ-t	set	f-ĕ-l	fell
m-ĭ-n	Min	n-ĭ-t	knit	s-ĭ-l	sill
m-ĕ-n	men	n-ĕ-t	net	s-ĕ-l	sell
b-ĭ-n	bin	m-ĭ-t	mit	sp-ĭ-l	spill
b-ĕ-n	Ben	m-ĕ-t	met	sp-ĕ-l	spell
p-ĭ-g	pig	I-ĭ-t	lit	t-ĭ-l	till
p-ĕ-ḡ	peg	l-ĕ-t	let	t-ĕ-l	tell
b-ĭ-g	big	b-ĭ-d	bid	n-ĭ-k	nick
b-ĕ-g	beg	b-ĕ-d	bed	n-ĕ-k	neck
h-ĭ-m	him	r-ĭ-d	rid	p-ĭ-k	pick
h-ĕ-m	hem	r-ĕ-d	red	p-ĕ-k	peck
j-ĭ-m	Jim	l-ĭ-d	lid	m-ĭ-s	miss
j-ĕ-m	gem	l-ĕ-d	led	m-ĕ-s	mess

THE WORD LISTS AND HOW TO USE THEM.

ELEMENTS.

Every word list is a drill in some new spelling element or in some new blend. A new spelling element is not necessarily a new phonic element. For example, the letter c, introduced on page 22, is a new spelling element, and it also represents a new phonic element; for this is the first time that the k sound is used in the book. But the letter k, introduced on page 36, though a new spelling element, represents the same sound as the c already taught; and it, therefore, does not introduce a new phonic element.

BLENDS.

A blend is a combination of two consonant sounds, as *nd* in *pond*, *fond*, etc., on page 30. Such words in the Howell Primer contain no new phonic elements and no new letters, and can be pronounced by the children themselves without help; such lists are given only for the sake of drill.

HOW TO TEACH THE WORD LISTS.

Before teaching a word list, sound a number of the words to the class, letting the children pronounce the word; also do the opposite: that is, let the children sound a number of the words. All this is to be done with the books closed; the purpose of these drills is to bring the new element prominently into the child's mind. Then show the class the new letter or the new combination of letters that stand for the sound they have been using; then let them read the words from the Primer.

The hardest word lists for the child to read are the first; for all the letters are new to him. The first word list, page 10, contains eight consonants, capitals and small letters (t, r, s, b, g, h, m, n), and one vowel, a, capital and small, used only with the short sound $\check{\mathbf{a}}$.

After this, each word list has only one new element, though some pages contain more than one word list.

Phonic drills for each of the sounds used in the first four pages of word lists in the Primer may be found on pages 23-45 of this manual. After this, the Primer itself contains sufficient drill on each new element.

HOW THE WORDS SHOULD BE SOUNDED.

The question has been often asked, Should the children in reading the word lists utter separately each sound in a word of three letters, or should they separate only the first sound? For example, in reading the first list, page 10, should the child say b-ă-t, bat; r-ă-t, rat, etc., or should he say b-ă-t, bat; r-ă-t, rat, etc.? The answer is, It makes no great difference; except that at first, when the child is learning the sounds of the letters, it is best for him to give the sound of each separately. But when the child discovers for himself that at stand for ăt, and he wishes to sound b-ăt, bat, etc., let him do so.

Right here is an easy place for a conscientious teacher to become a slave to a good method; in which case, of course, the method becomes bad. Remember that the purpose of these word lists is for the children to read words; the phonic drills and the sounding of separate elements is to give children this power; the drills and the sounding are not ends in themselves. Let the children read the words in the quickest way they can; and if they can call a word at sight, without sounding the elements, by all means let them do so: this is the end we are aiming at. Nevertheless, we have seen teachers make children sound each letter in a word after they have correctly pronounced the word. This is one way of wasting time and of holding children back. The best method to begin with is not necessarily the best method to continue with indefinitely.

The aim, then, of the teacher is to enable the child to call words at sight; but remember, also, that this is the end and not the beginning of his word study. And whenever a child calls a word wrong, no matter how far advanced he is, make him sound each element, and thus correct his own mistake.

THE PURPOSE OF THE WORD LISTS.

The purpose of the word lists is to furnish drill in the calling of words, for practice in the use of the reading elements: that is all. Do not try to make language exercises of them; the reading lessons afford abundant material for language training. (See the questions, pages 61-83.) The word lists, however, extend an irresistible invitation to some teachers to waste time. We have seen teachers pause after every word and make the child try to define it or to use it in a sentence. But we insist that the word lists are not the place for this kind of exercise; these lists should be read as quickly as possible. Most of the words in the Howell Primer are familiar to every child. When you come to a word in the lists that you think your pupils may not know, you may ask them, if you think any one can tell you its meaning. But even then, do not let the children puzzle over it and guess: tell them at once what the word means, and go on to the next word.

To recapitulate: At first, make the child sound every element in the words in the word lists before trying to pronounce the words as wholes; but work gradually to his acquiring power to pronounce the words at sight, without first sounding the elements separately.

Do not neglect the word lists; by these drills the pupil lays a foundation for independent reading: these give him power to read not only all the words in the Howell Primer, but hundreds of other words.

HOW TO USE THE PICTURES WITH THE WORD LISTS.

The small pictures on the pages with the word lists are primarily to help the child associate a letter (or a combination of letters) with a certain sound. Thus, the pictures on pages 10 and 11 of a bat, a rat, a hat, Nat, a nag, Sam, with these words under them, are to help the child remember the short sound of a; all the words on these two pages have this sound of a. The picture of the nest, with the word, on page 38 is for the blend st; and the picture of King Ed and of the ring, with these words, are to help the child remember ng for the ng sound. This page contains a drill in st and in ng.

Always have the children read the words under the small pictures; each one contains a new element or a new blend; call attention to this. These words under the small pictures are key-words; they help the child to read the word lists. If he is taught, "ng, ng, as in ring"; "sh, sh, as in sheep"; "ee, e, as in sheep," etc., it will help the child to remember these combinations.

Some of these small pictures children may draw on paper for seat work, after they have learned how to use a pencil.

THE NEW ELEMENT TO BE TAUGHT IN EACH WORD LIST.

Page 10. t, r, s, b, g, h, m, n, a (short sound, $\check{\mathbf{a}}$).

PAGE 11. d.

PAGE 12.
o (short sound, ŏ).

PAGE 13. i (short sound, ĭ).

Page 16. The use of a, as article; the z sound of s, as in tags.

The name of this article is ā and the children should be so taught. But when we speak in sentences, this word does not receive its full sound; it is commonly shortened, unless we wish to emphasize it. In order to secure a natural pronunciation of this article, it is joined always in this word list to some noun: teach the children to pronounce the article and the noun together in a natural way; and to read naturally the phrases, "a tin rabbit," "a bad dog," etc.

Final s in all these words has the sound of z; and the children should be so taught. As a matter of fact, however, no harm will be done if children in sounding these words give the s sound. They will nevertheless pronounce correctly the words as wholes, because of the difficulty in pronouncing the s sound in such words as tags, rags, etc. Therefore, the teacher need not waste time correcting the s sound here when the children sound the words, provided they pronounce the word correctly.

Page 18.

e (short sound, ĕ).

PAGE 20.

p.

PAGE 22.

c (hard sound, k, as in cat).

PAGE 24.

l.

PAGE 26.

th (sonant, $\frac{1}{2}$ as in them). Final e for the \bar{e} sound, as in me.

After drilling on words with the th sound, with the books closed, tell the class that we use two letters to write that sound. Then make th on the board, and impress the fact that these two letters stand not for t and h, but for one sound, th. Then let the class read words containing th.

After drilling on words ending with e, with the books closed, tell the class that we use the same letter to say $\bar{\mathbf{e}}$ as we used to say $\bar{\mathbf{e}}$. Then teach from the board the words me, be, he, the, having the children sounding the e as $\bar{\mathbf{e}}$, not $\check{\mathbf{e}}$; then let them read these same words in the book.

This is a good time to teach the names of t, h, and e; and, in general, the time to teach the name of a letter is when a different use of it occurs from what the child has already learned.

Note.—Three letters of our alphabet are constant in their values: j, q, and v; and in the Howell Primer seven others have only one use: d, m, n, p, r, x, and z. The teacher, therefore, must not wait for a second use of these ten letters before teaching their names.

PAGE 28.

w.

PAGE 30.

f; or for the awr sound; nd; nt.

In or we have a new sound of the letter o. But or stands for two sounds: o has the same sound as a in ball, aw in saw, etc.; and r has its usual sound. Of course, do not mention this to the class. After drilling on words with or, as or, nor, for, etc., tell the class that we write aw with the same letter as o. Then teach from the board some of the words from the second column on page 30; then have the class read that column from their books.

The children may then read the story on page 31, Corn for the Hen, before reading the third and fourth columns on page 30.

The third and fourth columns on page 30 contain no new sounds and no new use of any letter; they are merely to give practice in the blends nd and nt, which occur here for the first time. The teacher should first have the class sound these words with their books closed; then the children should be able to read without help all the words in these two columns. This direction should be followed with all the columns of blends in this book.

After the children have read the third and fourth columns on page 30, let them read the story on page 32. The Mill Pond.

PAGE 34.
u (short sound, ŭ).

PAGE 36. k; ck.

After sounding, with the books closed, the words on page 36, tell the class that we have two ways of writing k (giving the sound of this letter, not its name). Then write k on the board, and tell the class that this is another way of writing k. (Some teachers call this the broken-back k.) After teaching from the board some words with k, and having the children read from their books the words in the first column on page 36, tell the class that often at the

end of the words we write both c and k; but that these two letters stand for only one sound. Then have them read the second, third, and fourth columns on page 36.

Compare nn in Ann, gg in egg, ll in doll, etc.

PAGE 38.

st; ng.

St is a blend; there is no new use of any letter in the first two columns on this page; the children should read all these words without help after a sound drill on the words, with the book closed.

Ng is not a blend; it is a new element, and should be taught as one sound, as th was taught.

PAGE 41.

sh; ee, gr, tr.

Sh is not a blend; it is a new element, and should be taught as one sound, as th and ng were taught.

ee: Tell the class that in many words we write ee for $\bar{\mathbf{e}}$ sound. Then teach the third column in the usual way. The children utter only one sound, $\bar{\mathbf{e}}$, for ee.

gr and tr are blends, and present no difficulty.

PAGE 42.

mp; ft; er.
mp and ft are blends.

In er we have a new use of the letter e.

Ca—a, at the end of the page, is intended to represent the sound of a hen singing. Do not use the broad sound of a as in father, but the short sound as in cat. The children will pronounce it correctly; for they have not yet had the broad a. Do not pronounce two vowel sounds, but one vowel sound long drawn out.

PAGE 45.

a before l; a after w; lp; fr; sw.

After a sound drill, with the books closed, upon words in al, as all, ball, etc., tell the class that in many words a before l say aw. Then in the usual way teach the words in the first column.

After a sound drill, with the books closed, upon words in wa, as wall, Walter, etc., tell the class that in many words a after w says aw. Then in the usual way teach the words in the second column.

lp, fr, and sw are blends.

PAGE 49.

dr; fl; sm; o= \ddot{u} ; aw. dr, fl, sm are blends.

The use of o in cannon, wagon, etc., is only slightly different from the short sound of o which the children have already learnt. In fact, if in sounding these words, they should say \check{o} for this letter, they would probably pronounce the word correctly, nevertheless.

aw stands for the same vowel sound as o in or, a in ball, water, etc. Teach it in the manner already outlined. This spelling is not used in a reading

lesson, however, until page 54, Don and the Crab. The teaching of it should, therefore, be postponed until after the reading of the story on page 50, The Drill.

PAGE 53.

cr; of; pt; ou.

Before teaching this page, teach aw on page 49. cr and pt are blends.

Teach ou as one sound.

The word of is the only word in our language in which f has the sound of v. But do not teach it as a so-called sight-word; let the children sound it. If they do not get the word, tell them f says v in this word.

PAGE 56.

sl; bl; i in ind; sp; str; ar. sl, bl, sp, str are blends.

In ind we have a new use of the letter i.

In ar we have the ä sound for the first time. Do not emphasize the r sound in this combination. In fact, there is good English authority (Professor Sweet of Oxford University) for pronouncing father and farther exactly alike.

The blends *sp* and *str*, and the vowel sounds ī, as in *find*, and *ar* as in *car*, do not occur in a reading lesson until page 58, Spinning Tops. The teaching of them should, therefore, be postponed until after the reading of the story on page 57, Will's Finger.

PAGE 60.

j; ea-ē; o=ō; oe; lf.

Tell the class that o at the end of a word, or at the end or a part of a word (syllable) generally says \bar{o} , not \check{o} nor aw.

The combination oe does not occur in a reading lesson until the story of Jess and Jocko, page 64. Postpone this word list until after the reading of the story of Jocko, page 61.

PAGE 63.

y; $o=\bar{o}$; $ou=\bar{o}$; the pronoun I; ur.

There is no need of teaching the use of u in cur, fur, etc., as a new sound, though it has a different diacritical mark from short u in some dictionaries. The children will have no difficulty in reading this list.

PAGE 66.

ch; nk; a as in ask; the blend pr.

ch and nk are not blends; teach each as one sound; as th, ng, and sh were taught.

The a in ask, mask, etc., is marked in some dictionaries differently from the a in cat, hat, etc. In other dictionaries there is no difference. Either pronunciation is correct.

PAGE 69.

ow=ō; th (surd, as in thorn); the blend thr; ew=ū; ew=ōo.

PAGE 71.

x; silent e in le; au; ee=ĭ in been; the blends cl and gl.

The letter x generally stands for two sounds, in this book always ks.

In the second column silent e is introduced for the first time. Tell the children that in many words e at the end does not say anything. If they bear this in mind, they can read all these words without help.

PAGE 74.

v; more words with silent e; more words with $o=\breve{u}$; one.

In first reading these words the children, in sounding er in ever, never, etc., will probably give e its short sound as in very; but if allowed to study the words, they will probably call them correctly without help from the teacher. This should be the teacher's aim in all the word lists: to get the children to pronounce the words by their own unaided efforts. It would be well in this connection to review the words with er on page 42. Remind the class that er generally says $\tilde{e}r$.

On this page we find silent e not only at the end of words, but within the body of words, as in *gives*, *does*, *comes*, etc.

In all the words on this page, except *over*, *o* has the sound of short *u*, as in *cannon*, etc., on page 49. Review those words before taking up the fourth column, *dove*, *love*, etc.

The word *one* is the most irregular word in this book. Let the children sound it for themselves. The o has the same sound as in dove, etc.; the e is silent, as in other words on this page; the only thing to be supplied is the sound of w at the beginning. If the children must be told this word, tell them after they have tried to get it for themselves, not before.

In sounding the word *over*, children will at first probably give o its short sound. But even so, many will pronounce the word correctly upon further study. Remind the class that o at the end of a word or at the end of a part of a word (syllable) generally says $\bar{\mathbf{o}}$, not $\check{\mathbf{o}}$. Review such words on page 60, third column.

PAGE 77.

q; u=w; ir; more words with $ea=\bar{e}$.

The letter q always has the sound of k; it is always followed in English by u, and this u is generally a consonant with the sound of w. Qu in the Howell Primer always equals kw. But do not teach this as one sound; it is two sounds. And do not tell the children that qu always says kw. Q always equals k; but the u is sometimes silent, as in mosquito, conquer, etc. But such words do not occur in the Howell Primer, and no mention should be made of them.

In ir we have the same sound as in er and ur.

PAGE 79.

z; ie=ĭ; ay=ā; ay=ĕ in says.

In the second column ie says i; it may be easily taught by telling the class that here, again, e is silent.

In berries and cherries e has its short sound \check{e} , before r instead of the sound of \check{e} , as was learned on page 42. E regularly has its short sound before r when the r is doubled.

Similarly a has its short sound $\check{\mathbf{a}}$ before r when the r is doubled, as in carries and marries; and not the $\ddot{\mathbf{a}}$ sound, as was learnt on page 56.

Says is, of course, pronounced sez. Let the children sound it, as usual; but give them opportunity to determine its correct pronunciation before telling them. But though they may call it saz at first, by no means allow children to continue that pronunciation.

PAGE 81.

o=55; silent w in two, who, whose; y=1; the blend br; a=6 in any and many; e=1 in pretty.

PAGE 85.

c before e and i=s, as in cent, city, etc.; ce=s, as in since, dance, etc.

Tell the class that though final e in since, dance, etc., does not say anything, it makes the c say s and not k.

In *accept* we have the two sounds of c. The first c has its regular k sound, because there is nothing to change it; but the second c says s, because it comes before e.

In the word circus we also have the two sounds of c.

If the proper attention is called to the spelling of accept and of circus, it will help to fix this lesson in the minds of children; and that is, that c before e and i says s.

PAGE 87.

ow=ow; Mr.; more words with long e; se=z.

The purpose of the list real, being, etc., is to teach that e at the end of an accented syllable says $\tilde{\mathbf{e}}$, not $\check{\mathbf{e}}$. In this connection review monosyllables ending in this spelling, such as me, the, he, we, she, etc. (It is analogous to final o in an accented syllable, as on page 60.) However, the only word with this spelling in a reading lesson is zebu, on page 126; and this list may be postponed until that page is reached.

In teaching ease, tease, etc., tell the class that final e is silent, and that s says z.

PAGE 91.

g before i and e=j, as in gin, gem, etc.; ge=j, as in large, George, etc.; ea=ě.

In teaching this use of g, compare the use of c before e and i, page 85. Tell the class that though final c in *large*, *hinge*, etc., does not say anything, it makes the g say j, and not \bar{g} .

We have final silent e also in engine, giraffe, horse.

PAGE 92.

 $oa=\bar{o}$, as in oat, boat, etc.

u modified by final e as in use, mule, etc.

u at the end of an accented syllable is ū, not ŭ, as in music, pupil, etc.

In this connection compare o similarly used, page 60.

oo=oo, as in cook, took, etc.

ey=ā, in they.

Picture and creature may be pronounced with long $\bar{\mathbf{u}}$ or pick-choor, crechoor; the dictionaries differ.

PAGE 95.

i at the end of an accented syllable says \bar{i} , not \bar{i} , as in *ivy*, *icy*, etc. i modified by final e, as in *hide*, *ride*, etc. ild in wild, mild, child.

PAGE 96.

a at the end of an accented syllable says ā, not ă, as in lady, shady, etc.
a modified by final e, as in came, same, etc.

PAGE 97.

o modified by final e, as in hole, mole, etc. oy, as in boy, toy, etc. ear=er, as in earth, earn, etc. Silent k, as in knee, kneel, etc.

PAGE 101.

ai=ā, as in ail, nail, etc.
u=ōō after r and l, as in rule, blue, etc.
Final e in these words is to be taught as silent.
St., an abbreviation for saint.
ai=ĭ, as in curtain, fountain, etc.

PAGE 102.

wh for the hw sound, as in when, whet, etc. ere, in there and where.
ai=ĕ, in said, again, against.
Silent t, as in whistles, bristles, etc.
Silent e in en, as in seven, eleven, etc.
Silent e in el, as in mantel, tassel, etc.

PAGE 103.

a=ŏ, as in was, wash, etc.
Do not allow this vowel to be pronounced aw.
Silent l, as in walk, talk, etc.
A in these words has the sound of aw.
igh=ī.

Tell the class that in these words gh does not say anything, but it makes the i say i, not i.

y==ī.

eye, eyes.

silent b in climb and limb.

Mrs.

Silent w, as in write, wrote, etc.

PAGE 107.

Silent t in tch, as in catch, match, etc. the blend sn, as in snag, snug, etc. $oo = \overline{oo}$, as in too, moo, etc.

PAGE 108.

ey=1, as in honey, money, etc.

The e in this combination may be taught as silent.
air, as in air, chair, etc.
u=00, as in bull, pull, etc.
ou=00, and l silent, in could, would, should.
ar=er, as in beggar, dollar, etc.
Abbreviations she'll, I'll, I'm, I'd.
Silent h in John and rhinoceros.

HOW TO TEACH THE READING LESSONS.

PREPARATION.

The first reading lesson is about two boys playing tag. Therefore, at the very beginning of the term get the children to playing tag at recess. If they have never played it, show them how. When they come to class, have them tell you about their game of tag. Ask them how it is played. In regard to their own game just played, ask them if they tagged any one; get them to tell you about it. Find out if any child tagged some one, and was not tagged back. If so, why did not the other child tag him. The child will probably say, "I ran too fast," or, "He couldn't catch me." To allow children to tell of things they have done is a good exercise in language; and this sort of questions about their game of tag prepares them for the first reading lesson which they will soon meet in the book.

The second reading lesson is about the same two boys as were in the first lesson, playing tag with a dog named Don. Prepare for this lesson before they get to it, by asking the children if they have ever played tag with a dog. If any child has done so, let him tell about it. If no child has done this, ask the class how a child could play tag with a dog. Let any children that wish to do so give suggestions. In case no child describes such a game as the two boys are playing on page 15, the teacher should tell how some boys play tag with a dog by hitting the dog with their hats. In this game the dog does not tag the boys; he tries to get their hats away from them. Ask the children if they have ever played with a dog in this way, with a hat or a stick or a ball. Have them tell you about it: what does the dog do when he gets the thing you are playing with? Perhaps some child will tell how a dog once bit or tore his hat. If not, the teacher should suggest that a hat is not a good thing to play with in this way, as the dog may tear it.

In similar manner prepare in advance for every reading lesson.

THE ORDER OF THE RECITATION.

- 1. Some child that volunteers (or more than one) tells the story suggested to him by the picture.
- 2. The teacher, by questions about the picture, directs attention to points in the story which the children will presently read. Some of these questions the children may know the answers to; others they will guess at. The teacher, however, is not to tell the answer to any, but let the children find out for themselves by reading the story. The purpose of these questions is to arouse thought, and to stimulate the imagination.
 - 3. The children read the story (including the title).
- (1) One sentence at the time, one child calling the words. This is really word study. Do not expect expression with the first calling of the words. If the child merely pronounces each word correctly, he has done well. But do not be satisfied with this performance.
- (2) Have the child read the sentence again. If he does not read it with expression, ask him to tell you what it said; or ask some other pertinent question that will make the child think about the meaning of the sentence.

- (3) Have him finally tell the class what the sentence says, without looking at the book.
- 4. The teacher asks questions on the thought of the story. She repeats some of the questions asked before the reading, that were left unanswered. They all should be definitely answered by the children, from what they have read; no guessing now.
- 5. The teacher asks the children to tell of any of their experiences suggested by the story. She asks them for their opinion as to the conduct of some person or animal in the story. In short, she asks any questions suggested by the story, that will stimulate the children's thought or imagination; their reason; judgment; moral sense, etc. These must be very simple.
- 6. One child is called on to read the whole story, with proper expression. If it is a short story, and if the class is not tired, more than one child may read the whole story. In this reading the child should not be interrupted; therefore, the best reader should be called on first for this.
 - 7. The children, at their seats, build the story with the word cards.
- 8. Next day this story is read in review; and for two or three days following. In review let different pupils read, each one sentence at the time, but each sentence must be read with expression before the next child is called on. See to it that each child has a different sentence from what he had in the previous day's reading. Let some child read the whole story without interruption; this should be done by one that did not do this on the first reading.

The purpose of these instructions is for the slower children to benefit by the work of the quicker children. Therefore, let the quicker children be the first to read the entire story; but the slower children must not be neglected; they must be given a chance, too, and encouraged to read with confidence. They will do this more readily after hearing the other children read the story two or three times, and thus becoming familiar with it.

Encourage the children to read the stories at home to father and mother, and others; the oftener they read the stories, the better for the pupils, provided they are not forced to read after they become tired. But as this home reading will be voluntary, the children will not be likely to prolong it to the point of weariness. Ask the children to tell you to whom they have read the story, showing particular pleasure if it has been read to some visitor at home, grandmother, aunt, or friend of the family, etc. Such questions and approbation will stimulate children to read out of school. And, remember, it is the child's own effort that educates him; not what the teacher does: and it makes no difference whether he does this in school or out of school.

QUESTIONS FOR EACH READING LESSON.

TAG (page 14).

STUDY OF THE PICTURE.

Teacher: Tell me about this picture.

(This is a vague, general question; and the teacher should not expect a clear, definite answer. But if some child in the class has a better gift of language than the rest, it is well to allow him to talk about the picture in his own way—if he will. Then the teacher asks other more definite questions of other pupils.)

Teacher: How many persons do you see in the picture?

Pupil: Two.

Teacher: Who are they?

Pupil: Two boys.

Teacher: What are they doing?

(Different children may give different answers: running, playing, fighting.) Teacher: The book tells what they are doing. Read that first word in big letters.

(Let the first child that can do so, read it.)

Pupil: Tag.

Teacher: Now, tell me what the boys are doing.

Pupil: Playing tag.

Teacher: Do you know who these boys are?

(Unless some child has read the story, as some of them may have done at home, they cannot answer this question.)

Teacher: We saw a picture of these boys the other day. Turn to page 11. (The children turn to page 11, and read, "Nat" and "Sam.")

Teacher: Can you tell which is Nat and which is Sam in our picture to-day? (The children probably cannot, though they may guess. The teacher, however, should call attention to the fact that Sam, page 11, wears a sailor suit; note the anchor on his breast. Then note which boy on page 14 has a sailor suit. We cannot see the anchor, but the boy with the cap on his head is wearing a sailor suit; we know it by the big collar. So this boy must be Sam. The boy with the big hat is Nat. Study the face of this boy and compare it with the face of Nat on page 11; note that each has his hair cut the same way. Call attention to Nat's belt. Ask: Which had you rather have, a sailor suit like Sam's or a suit with a belt like Nat's? Which had you rather have, a cap like Sam's or a hat like Nat's?)

Teacher: Which boy has just tagged the other?

(The answer is that Nat has just tagged Sam; we know because Nat is running away from Sam.)

Teacher: I wonder if Sam tagged Nat.

(The children do not know.)

Teacher: Let's read the story, and find out.

AFTER READING THE STORY.

Ask some of these questions again, such as:

Teacher: Which boy tagged the other?

Pupil: Nat tagged Sam.

Teacher: What did Nat say when he hit Sam?

Pupil: "Tag, Sam, tag."

Teacher: Did Sam tag Nat?

Pupil: No.

Teacher: Why not?

Pupil: Nat ran too fast. Or: Sam could not catch him, etc.

Teacher: Now, who will tell me this whole story?

Let some child tell the story in his own words, something like this: "Nat and Sam were playing tag. Nat hit Sam. He said, 'Tag, Sam, tag.' Sam didn't tag Nat, because Nat ran too fast. Sam couldn't catch him."

Let one or two children read the whole story through with proper expression. Call upon the best readers for this.

Send the class to their seats, and give them the word cards from this story, for them to build this story on their desks. Do this after every reading lesson.

DON (page 15).

STUDY OF THE PICTURE.

Ask similar questions to those in the previous lesson. Bring out the fact that here are the same two boys; identify them by the sailor suit and cap (Sam), and the belt and the hat (Nat).

Call attention to the dog. "Do you know his name?" If the children do not, refer to his picture on page 12, and let the first child that can read the name tell you, "Don."

Teacher: What kind of dog is Don?

The answers will vary according to each child's knowledge and opinion of dogs: a big dog, a little dog, a good dog, a bad dog. Some child may even try to give Don's breed, but the teacher should not raise this question. Do not, however, allow the children to call him a terrier, fice, hound, poodle, or any other breed that Don manifestly is not.

Settle the question whether Don is a big dog or a little dog, by having the children compare the size of the dog and of the boys.

Teacher: Is Don as big as the boys?

Then call up some boy, and estimate the height of a dog as large as Don, and let the class determine whether such a dog is large or small. Ask the children if they know any dog like Don. Let them tell about such dogs of their acquaintance, whatever each child may wish to say about the dog.

Having settled Don's size, take up the question whether he is a good dog or a bad dog. Ask some child who has told of a dog like Don, whether that dog is good or bad. Ask about Don in the picture: what is he doing? Some timid children may think he is trying to bite Nat; others may recognize the fact that he is playing with the boys, particularly if the teacher previously has talked to the class about playing tag with a dog. Ask the child who thinks Don is trying to bite Nat, if Nat looks frightened; is he running away from the dog? What is Sam doing? Why is Nat holding his hat so high? What is Don trying to do? Look at Nat's hat. What has happened to it? Call attention to the piece gone from the rim; but do not tell that the dog bit it out.

Having aroused the curiosity and interest of the class, say, "Now, we will read what the book says. What is this story about? Read the first word in big letters." Let the child that can read it first, say, "Don."

AFTER READING THE STORY.

Ask similar questions to those in the previous lesson, such as:

Now, can you tell me what the boys are doing?

Pupil: Playing tag with Don.

Teacher: Which boy is tagging Don in the picture?

Pupil: Sam.

Teacher: What is he hitting the dog with?

Pupil: With his cap.

Teacher: What is Don doing? Pupil: Trying to get Nat's hat.

Teacher: Do you know now how Nat's hat was torn?

Pupil: Don bit it.

Teacher: How, do you think, did Don happen to get Nat's hat?

Pupil: Nat was playing tag with him, and Don caught his hat in his mouth.

Teacher: What did Don do when he got Nat's hat?

Pupil: He ran away.

Teacher: What did Nat do then?

Pupil: He ran after Don and got his hat back.

Then let one or more children tell the whole story in his own words, something like this: "Nat and Sam were playing tag with Don. Don got Nat's hat and ran off with it. Nat ran after Don and got his hat away from him. Don bit a piece out of Nat's hat. Don is trying to get Nat's hat again. But Nat holds it up high. Sam is behind Don. He hits Don with his cap, and says, 'Tag, Don, tag.'"

Of course, no child will tell the story in just this way; no one will probably tell it in so many words, or bring out all these points. The child should be allowed to tell it in his own way, and the teacher should bring out all these thoughts.

Bring up the question again of whether Don is a good dog or a bad dog. If he is a good playfellow, we should call him a good dog.

ANN'S RABBIT (page 17).

STUDY OF THE PICTURE.

Ask similar questions to those in the first story.

Teacher: How many persons in this picture?

Pupil: Three; two girls and a boy.

(The teacher will probably have to ask more than one question to get this answer. Remember that these questions are merely suggestive, to show the points that ought to be brought out in the study of the pictures.)

Teacher: Do you know the names of these girls?

Refer to their pictures on page 16; note that Ann's hair is longer than Dot's.

Teacher: What is each girl doing?

Teacher: What sort of rabbit has Dot?

Pupil: A toy rabbit.

Teacher: Yes; it is the same rabbit we see on page 16. Who can tell what kind of rabbit that is?

Let the children read the phrase, and the first one that can do so, say, "A tin rabbit." Or, if the teacher prefers, she may let each child raise his hand as soon as he can read the phrase, and she can call on one to read it. Of course, the class has read page 16 before they take up the story of Ann's Rabbit. Ask the class if any of them have a tin rabbit or some other toy made of tin. Let them tell about it; is it on wheels? etc.

Ask about the boy in the picture. What is he doing? (This question is to get its final answer when the class reads the story. Some child may guess it from the picture; but the question is to remain undecided until the answer is read in the story.)

Ask about the dog; it looks like Don. "Do you children think it is Don or not?" Let them compare this picture with the other pictures of Don. Let this question remain undecided until they read the answer in the story.

Ask about the comparative sizes of the tin rabbit, the live rabbit, and the dog. Would you call the live rabbit a big rabbit or a little rabbit? (He's a big rabbit.) Is he as big as the dog? (No, the rabbit is not as big as the dog.) Which child does the big rabbit belong to? (The children will probably guess Ann, because she is holding the rabbit. Let the book answer the question.)

Ask, "What is the story about?" Let the children read the title.

AFTER READING THE STORY.

Repeat some of the questions asked before it was read; the children should know the answers now.

Why is Ann holding her rabbit? What is the rabbit's name? (Let the children tell of any pet rabbits they may know, and their names.)

Who is the boy in the picture? What is he doing? Why?

Who says "Bad Don"? (Nat.)

Ask the class if they think Don was bad. Bring out the idea that the dog was only acting in accordance with his nature; and that the children were to blame for letting the dog and the rabbit get together. Don does not look bad in the picture; he seems to be in a good humor; he thinks Nat is playing with him.

BEN'S HEN (page 19).

STUDY OF THE PICTURE,

As in preceding stories, give some one opportunity to tell the story suggested to him by the picture. This should not be required of any child; only permit some child that would like to do this. But if children get into the habit of reading the story at home, or having it read to them, do not let them monopolize the story telling. This exercise of having some child tell about the picture before the reading of the story, and before the detail questions of the teacher, is intended, not as a memory exercise, but to stimulate the children's imagination, and their *original* expression of thought. The memory test, the reproduction of the story, comes after it is read in class.

Have we seen this boy before? Compare the pictures of Nat and Sam. Leave this question unanswered until the class finds out from the book, even though some may guess the correct answer.

What is the boy doing? Answer: Gathering eggs. (It may require more questions to get this answer.) How do you know he is gathering eggs? Answer: Because he has eggs in his hat. Ask the children if they have ever gathered eggs. Let them tell about it.

Did the boy get the eggs in his hat from this hen? Let the children give what answers they please, and require reasons for their answers; but leave the final settlement of the question until they read it in the book.

Children that have had experience with hens ought to know by the ruffled appearance of this hen that she is sitting on eggs, and that she ought not to be disturbed; her eggs are not good to eat. If no child tells this, even with the help of the teacher's questions, she should tell these facts to the class.

The boy is doing wrong to disturb this hen; but the hen knows how to protect herself and her eggs. What do you think has happened to this boy? Answer: The hen has pecked him. Ask the class if any of them has ever

been pecked by a hen. "When was it? Why did the hen peck you? What would you do, if you were trying to get a hen's eggs, and the hen should peck you?"

Where is this boy? Answer: In the chicken house. (We can tell this from the little door under the window for the chickens to pass in and out.) Ask the children if their chicken houses have windows in them. (There ought to be windows for the sun to shine in.)

Is this a big boy or a little boy? Answer: He is a little boy; a big boy would know better than to disturb a sitting hen.

Is this a big hen or a little hen? Answer: A big hen.

Is the boy's hat big or little? Answer: Big.

What is this story about? (Read the title.)

AFTER READING THE STORY.

Repeat some of the questions, and require definite answers from the children's knowledge of what they have read.

The book says the hen "bit" Ben. Is this correct? Do hens bite? Answer: No, they peck; but Ben thought the hen bit him.

Are you glad Ben did not get this hen's eggs? Why? What do you think will happen, if this hen sits on the eggs long enough?

Have some child tell the whole story in his own words.

Have the whole story read by one child, with proper expression.

ED'S PIG (page 21).

STUDY OF THE PICTURE.

A new boy. What is his name? The pig, the pen, the pan in the boy's hand, the peg in his hand; calling the pig. What is the boy going to do?

AFTER READING THE STORY.

The boy's name? the pig's name? what kind of pan? what is the boy doing with the peg?

Children's experience: Have any ever fed a pig? What did you give him? Was the pig in a pen, or in a big lot or field, or in the woods? How did you call the pig (or pigs)? Did you ever have a pig for a pet? What do pigs say when you go to feed them? How do pigs eat? (Fast; greedy; make a noise, etc.) Did you ever know any children to act like pigs? Don't let the children become personal, and give the name of some other child that they deem like a pig. Of course, this question is designed to cause a little self-examination. Let them tell about their father's hogs or talk of whatever the story suggests.

CATS (page 23).

STUDY OF THE PICTURE.

Who are these girls? Identify Ann and Dot; compare pictures on pages 16 and 17; Ann has longer hair; she is older than Dot. What is Ann doing with her cat? What kind of cap? (made of paper). What is Dot doing? Does the cat seem to like it? What kind of bed? (a doll bed, a cot).

AFTER READING THE STORY.

The name of Ann's cat? of Dot's cat? You can find one of these cats on page 12; whose cat is it?

Have you a cat? its name? How do you play with your cat? Ever play doll with a cat? etc.

NELL (page 25).

STUDY OF THE PICTURE.

Who is this man? Some child will probably correct, "That's a boy." The teacher may pretend to argue the other side: "That looks like a man's hat; and he is wearing spectacles." Bring out the fact that the boy is dressed in his father's hat, coat, spectacles; and has his father's walking stick. Playing doctor.

Who is sick? (The doll.) Whose doll is it? The doll's name? The boy's name? What is the matter with the doll? What do you think the doctor will do for the sick doll? These questions may not all be answered now. Leave the answers to be found out from reading the story.

AFTER READING THE STORY.

Now all the above questions may be answered. What does *ill* mean? The book says, "Nat is a big man." What does this mean? Is he really a big man? Was Don bad when he bit the doll's leg? Show that Ann was to blame for leaving her doll where the dog could get it. Don only wished to play with the doll. Who called Don "bad"?

Let the children tell of accidents to dolls. Whose fault was it? How do you play with your dolls? Have any of you boys ever dressed up in your fathers' clothes? What were you playing? Did you ever have to take medicine? Did you like it? Were you a sad boy (or girl)? Let the girls tell the names of their dolls, kinds of dolls, which they like best. Favorite game with dolls, etc.

THE PETS (page 26).

STUDY OF THE PICTURE.

This lesson is a review; the pictures have all been shown before, except this picture of Tab. Let the children identify each picture on some preceding page. Question them as to the different things Don has done; about the hen, whose hen is she? what did she do to Ben? About Tab, whose cat is Tab? What was Ann doing to Tab? Similar questions about Tom; about the rabbit; about the toy rabbit. If the children do not remember all this, let them refer to the pictures in preceding reading lessons, or read the stories for the answers.

AFTER READING THE LESSON.

As this is a review, there will not be many questions to ask; but let the children make comparisons. Ask such questions as, Which of these pets do you like best? Why? Which had you rather have?

WILL AT THE WELL (page 29).

STUDY OF THE PICTURE.

Is this a new boy, or one we have already met? (To be found out by reading the story.)

Is this dog Don, or a new dog? Compare his size and appearance with Don's.

What does the boy seem to be doing? the man? Where is the boy's hat?

Where are the man and the boy standing? where looking? (The bucket suggests a well.)

What is the man holding in his hand? What is in the end of the pole? What do you suppose this pole with the nail in it is for?

AFTER READING THE STORY.

Have the above questions answered.

How do you suppose Will's cap got into the well?

Instruct the children that things should not be thrown into a well, and that children should not play at a well; they should not lean over the curb; next time Will may fall in himself.

CORN FOR THE HEN (page 31).

STUDY OF THE PICTURE.

Do you know this boy? this hen? (See page 19.)

What is Ben doing? What has he in his hand? What is the hen eating? What is the pan for?

What house is that behind the hen? Have you ever seen this house before? Do you recognize that little door? (See page 19.)

Do you think the hen has hatched her eggs? or is she still sitting? (The children may infer the right answer, but it is not to be definitely settled till they read page 73.)

AFTER READING THE STORY.

Ask the above questions again.

Ask the children if any of them feed the chickens. (Or if not regularly, have any ever done it.) What do you feed them with? Do you like to feed chickens? Tell about your chickens, and about feeding them. How do chickens eat? How do you call them? Do the chickens answer you?

See if any of the children know anything about the habits of sitting hens. How long does a hen sit before she hatches? Do the sitting hens come when you call the other chickens to feed them? (Not, as a rule. They leave their nests only when they are hungry, once or twice a day, and not for long at a time. Tell the children to be sure to feed the sitting hens when they come off their nests; and give them clean, fresh water to drink.)

THE MILLPOND (page 32).

STUDY OF THE PICTURE.

This picture extends across two pages.

What place is this? What house? boys? dog? (These questions cannot be definitely answered until the story is read.)

What is the dog doing? What has he in his mouth?

What have the boys in their hands? What are they doing? What is the rod for? the net? What is the boy doing with the rod? Call attention to the hole in the net, using the word *rent*, and explain what this word means.

AFTER READING THE STORY.

Ask the above questions again.

Point out Will; Norman. Who owns the net? Who owns the fishing rod? Which is the larger boy? Which boy said he could mend the net? Do you think he can do it? Is Will going to lend Norman his net?

Why is Wag in the water? Did you ever see a dog bring anything out of the water? What do you think of Wag?

What kind of boy do you think Will is? Tell why you think Will is careless. (He let his cap fall into the well; let his cap fall into the pond; tore a hole in his fishing net.)

Ask the class if any of them have ever gone fishing? Tell about it. Did you catch any fish? how big? If you did not catch any, did any one else? Did you use a net? Was your fishing pole (or rod) like Norman's? (Note that Norman's rod has a reel on it. Explain what this is for; or let one of the children, if any can.) Do you like to fish? Which had you rather do, catch fish or eat them?

Where did you go fishing? in a millpond, a river, creek, at the seashore, etc.

BUFF (page 35).

STUDY OF THE PICTURE.

Do you know this boy? this dog? Compare this dog with Don and Wag as to appearance and size. What kind of dog is this? Some child may know a pug dog. If not, let them find out by reading the story.

What is the boy doing? What is the dog doing? What is the dog sitting on?

AFTER READING THE STORY.

Ask the above questions again.

Do any of you know a pug dog? What is the color of a pug? Why do you suppose this dog is called Buff? (Because of his color. Explain what buff means.)

Do you know any dog that will sit up and beg? Tell about him.

Do you know a pug dog? What color is he? Is he fat? Tell how he looks: his size, nose, tail, ears, legs.

What is a bun? Do you like buns? Is a bun the same as a biscuit?

Does Gus seem to be larger than the other boys in this book? Compare him with the others.

Do you like Buff? Which dog do you like the best, Don, Wag, or Buff? Why?

BECK'S KID (page 37).

STUDY OF THE PICTURE.

Do you know this girl? To be found out by reading the story.

What little animal is this? What is that hanging on his neck?

What is the girl doing? What has she in her hand? What is that on the ground at her feet?

AFTER READING THE STORY.

Ask the above questions again.

What is the girl's name? the kid's name? What is a kid? Have you ever seen a kid? Where? when? Tell about it. Did you ever have a pet kid? Its name? Would you like to have one?

How do you know that this is a very young kid? (Because of his appearance: feeble, no horns; and because he still drinks milk). Why do you suppose Beck has to give the kid milk? Why doesn't he get milk from his mother?

KING ED (page 39).

STUDY OF THE PICTURE.

How many children are there here? How many boys? how many girls? You know all these children; you will find out who they are when you read the story.

What is the boy in the middle standing on? What has he in his hand? What is he doing with it? What is that on his head? Why is he wearing it?

Where are the other children standing? What are they doing?

AFTER READING THE STORY.

Ask the above questions again.

Have you ever been on a picnic? Where? when? Tell about it. Did they have a king at your picnic? a queen? Who was the king? the queen? Did you sing? What games did you play? Did you have anything to eat at the picnic? anything to drink? Do you like picnics?

Why is Ed standing on the keg? What is a keg? What does the bell say when Ed rings it? Do all bells say ting a ling? What do big church bells say?

See if you can point out Dot, Beck, Ann, Nat, Ben, Sam.

Who wished to stand on the keg and ring the bell? Did Ed let her do it? Why not? What do you think of Beck for wishing to stand on the keg and ring the bell? What do you think of Ed for not letting her?

If you were not the king or the queen at a picnic, would you ask the king or queen to get down and let you get up and ring the bell?

If you were the king, and a little girl wished to ring the bell, would you let her?

A SUMMER MORNING (page 43).

STUDY OF THE PICTURE.

What do you see in this picture? Is this the same hen you have seen before? Where is the hen? (Call attention to the grass, and the tree.) What is the hen doing?

What is that looking over the fence? If the children recognize it as the sun, ask, What time of day is it? (It must be either early morning or late in the afternoon, for the sun must be either rising or setting; only the story can tell which.) How does the sun look, pleased or angry? Do you know what he is smiling at?

AFTER READING THE STORY.

Ask the above questions again.

Is this hen still sitting, or has she hatched her eggs? Why has she left her nest? What is she finding to eat? Why is grit good for hens? (Hens have no teeth; the grit in their gizzards grinds up what the hens eat.) What is a grub? Where does the hen find bugs and grubs? Did you ever hear the proverb, "The early bird gets the worm"?

What makes the grass damp? Why should it be damper under the trees than elsewhere? Will the grass stay damp all day? Why not?

The book says the hen *trills*; what does this mean? Is the hen a good singer? Why is the sun grinning? Can the sun hinder the hen? What does *hinder* mean?

Where is Ben? Can the hen find enough bugs and grubs? or should she be fed? What will the hen do after she is fed?

The hen ought to be fed so that she may go back to her nest; she ought not to stay away from it long. Do you suppose any one is going to feed her?

Did you ever hear a hen sing? Let me hear you sing like a hen. What else do you know about hen language? What do they say when they lay an egg? What do they say when they are frightened? when they are angry? How does a hen call her young chickens? etc.

IN SWIMMING (page 46).

STUDY OF THE PICTURE,

This picture extends across two pages.

Tell who are here and what they are doing. How many boys? men? dogs? What are they bathing in? river? creek? lake? pond? sea water? Tell what each boy is doing; each dog; the man. Do you know these boys? these dogs? this man?

What time of year is this? Is the water warm or cold?

Do you think these boys can swim? Is the boy with the man swimming? What is the man doing? Is the boy striking with his open hands or with his fists? Is that the way to swim? What is this boy doing with his feet? Are his feet in the water or out? Is this the way to swim?

Is the man swimming? Is he standing on the bottom? Could the boy stand on bottom there? Who is taller, the man or the boy? Why do you suppose this man came with the boys?

AFTER READING THE STORY.

Ask the above questions again.

These boys are not called *boys* in the story; what are they called? (lads.) Point out each boy, and tell what he is doing.

Wag seems to like to swim. Where have you seen Wag swimming before? How is Gus playing with his ball? Can you see the ball? Why not? Is the sand cold or warm?

Whose pond is this? Is this a good natured man or is he cross? Do you like this man? Why? Do you know any men like him? Tell about such a man; what has he done to make you like him?

Can any of you swim? How did you learn? Tell about going in swimming: where? when? who went with you, etc.

Every one should know how to swim, Why? Impress upon the class that children should never go in swimming alone; some grown person should go with them.

THE DRILL (page 50).

STUDY OF THE PICTURE.

This picture extends across two pages.

Tell who are here and what they are doing. How many boys? What is each one doing?

Who is the largest boy? (The children should point him out; they are not expected to know his name.) Why has this boy a different kind of cap from the others?

What two kinds of drums here? How is each one played? Let some child make a noise like a small drum (or beat on something to show how a snare drum is played.) Let some child do the same thing for the bass drum. The teacher should teach the class to imitate a small drum: "Rub a dub dub; rub a dub dub; rub a dub, a dub," (This will be in march time, if said properly. Make a pause at the semicolons, a shorter pause at the commas. Let the class march to this, all saying "Rub a dub dub," etc., and keeping step. They step off with the left foot. The left foot comes down on the syllable rub; the right foot on the second dub just before the semicolon. This is repeated twice, and at the end the left foot comes down on the first a dub; the right foot on the second a dub. These syllables call for eight steps, four with each foot; and the syllables may then be repeated indefinitely.)

Teach the class to imitate the bass drum: "Big DRUM; big DRUM; Big DRUM, DRUM, DRUM." This is in the same time as the small drum. The word big is spoken quickly; the word DRUM is spoken loudly, as the left foot comes down; and a pause is made while the right foot comes down. The word big is spoken while the left foot is in the air, about to come down. The right foot comes down during a pause when nothing is said, except on the second DRUM in the second line. In that line the left foot strikes with the first DRUM; the right foot with the second DRUM; the left foot with the third DRUM; then the right foot during a pause; after which the lines may be repeated indefinitely.

These marches should be taught on different days; let the children become proficient in saying and marching to "Rub a dub dub," before they attempt the bass drum.

After they have learned both, the class may march to both at the same time, some children representing the small drum, others the big drum.

How many boys in the band? Where is the band marching? (in front.) How many boys have weapons, and what weapon has each? (four: sword, pistol, gun, cannon.)

What is the last boy doing? What dog is that? What flag has the boy in the middle?

AFTER READING THE STORY.

Point out each boy, tell his name, and what he is doing.

Without looking in the book, tell who has the small drum, the big drum, the horn, the flag, the pistol, the gun, the cannon; who is drilling the company. If the child cannot answer from memory, let him look in the book and read the sentence that tells; let him find out for himself.

What does the captain say to them? What does halt mean? Tell what each boy does in the drill (without looking in the book).

Which makes a louder noise, a pistol or a gun? What does Ben's gun say? Sam's pistol?

What is Nat doing? Why does he not drill? Do you suppose Nat caught Don?

Did you ever play soldier? Who played with you? What did you all drill with? Tell about how you played soldiers; your uniform, etc.

What are soldiers for? (Our soldiers are to protect the people of our country, if any enemy should try to fight us. If men would not fight one another we would not need soldiers. Let us all agree to be friends with everybody in the whole world; and not have any more soldiers and fighting.)

DON AND THE CRAB (page 54).

STUDY OF THE PICTURE.

Tell what you see in this picture. Where is it? What is happening?
Do you know this dog? this boy? (Note the piece torn out of the boy's hat.)
When was that torn out?

What is hanging on the dog's jaw? Why is the dog running? Is the dog in pain? frightened? How can you tell?

Why is the boy running? What has he in his hand?

What water is this? What do you see in the distance on the water?

AFTER READING THE STORY.

Do you think Don got the crab, or did the crab get Don? Why doesn't Don drop the crab? How is the crab holding on to Don? How did the crab happen to get hold of the dog?

What is Nat calling to Don? What does Nat wish to do? How is he going to free Don from the crab? Do you suppose he did it?

What is a crab? Where do crabs live? How can they go on land? Did you ever see a crab? Tell about it. Did you ever catch a crab? How? Tell about crab fishing? Did a crab ever catch you?

The book says the crab bit Don. Is this correct? Did the crab bite Don or pinch him with his claw?

Have you ever been to the seashore? What did you see there? and what did you do? Tell about it. Do you like the seashore? Why?

WILL'S FINGER (page 57).

STUDY OF THE PICTURE.

Tell what you see here; what has happened? what is the boy doing? What things do you see on the floor? (blocks, knife, chips.)

What is dropping from the boy's finger? What finger has he cut? on what hand? What hand was he cutting with? What was he cutting? Should a boy cut his blocks? Do you know this boy?

Note.—It will probably not be necessary to ask all these questions; some of them are included in a previous question; the detail questions are to be asked only in case any of these points should be omitted in answering the more general questions. Remember that this manual is only suggestive; the teacher is to make it serve her purpose, not to be bound by it.

AFTER READING THE STORY.

Ask the above questions again.

How did Will happen to cut his finger? (His hand slipped.)

Can you see the block that has blood on it? Which block do you think Will was cutting when he cut his finger? (the block with blood on it.)

What good does it do for Will to cry? Does that mend his finger?

Is it good for the blocks to cut them? What else is it sometimes bad for? Have any of you a set of blocks? Tell about your blocks. Are they like Will's? What can you make with your blocks? How do you play with them? Do you ever cut your blocks?

Did you ever cut your finger? Tell how it happened. Did you bawl like Will? Do you cry when you are hurt? Does crying help the hurt place? Do grown men and women cry when they are hurt?

Does your mother let you use a knife? I wonder if Will's mother knew he was cutting his blocks. Don't we generally get punished in some way when we do wrong?

SPINNING TOPS (page 58).

STUDY OF THE PICTURE.

Tell what you see in this picture, and what the boys are doing. One of these boys you have not seen before. How can you find out his name? Can you guess who the other boy is? How? What is the larger boy doing? What is the matter with the smaller boy? What do you think he is saying to the larger boy?

Can you spin a top? Which hand do you hold the top with when you wind the string on? which hand do you wind the string with? Which hand do you use when you spin a top?

Which hand of the small boy is in a sling? Can be wind his string on? Can be spin his top if the other boy will wind the string for him?

AFTER READING THE STORY.

Ask some of the above questions again.

Who is the larger boy? Can he wind a string well? Why? (Because his hand is strong.) How must you wind a string on a top? Will the top spin if the string is slack? Who can spin a top better, Carl or Will?

How is Will's finger? is it well? better? Can Will spin his top to-day? What does Carl's top say when he spins it?

Can any of you spin a top? Have you a top? What kind? like Carl's and Will's? What color is your top? how big? Tell how you spin your top; how you play with it.

Do you suppose Carl wound Will's string on for him? Would you help another child to play with his toys, if his hand were hurt so that he could not use it? Do you let other children play with your toys? Do you ever wind your top for a smaller child to spin?

Did you ever have to carry your hand in a sling? Why? Tell about it. Could you play as well while your hand was in a sling?

JOCKO (page 61).

STUDY OF THE PICTURE.

Tell what you see in this picture; what is the monkey doing? Where is he sitting?

How is the monkey dressed? What is in his pocket? What is he holding in his left paw? (Let the children read the word *jam* on the jar.) What has he overturned on the shelf? what is running out of the pitcher? What is in the dish behind the monkey's right paw? (butter; but the class is to find out from the story.) What is in the dish behind the monkey? (Eggs.)

Is the monkey looking at the jam or at anything on the shelf? In what direction is he looking? What do you think he sees or has heard? What will the cook do, if she finds the monkey in the pantry? What do you think ought to be done with this monkey? What do you think the monkey will do, if the cook comes after him? Do you believe the cook can catch him?

Do you know this monkey's name? How can you find out?

AFTER READING THE STORY.

Ask some of the above questions again.

How did Jocko get up on the shelf? Tell what Jocko did there. What kind of habits has Jocko?

What is the cook's name? What does the book say ought to be done with Jocko? What will Jess do, if she can catch him? Does Jocko see Jess? Is he going to sit still and let Jess catch him? What will Jocko do? What must Jess do to catch Jocko?

The book says Jocko is bad. Do you think he is bad? Whose fault is it that the monkey got into the pantry? Does the monkey know better than to take what he wants to eat? Do you know any children like monkeys? Tell how.

Did you ever see a monkey? where? when? Tell how the monkey looked: how large? what did he do? Do you like to watch a monkey? why? Did you ever know any one that had a monkey for a pet? Would you like to have one for a pet? Do you think your mother would like it?

JESS AND JOCKO (page 64).

STUDY OF THE PICTURE.

Tell a good story about this picture; this is easy to do.

You know this monkey; what is his name? Who do you suppose this woman is? What is she doing to the monkey? why? How does the woman look, pleased or mad? I'ow does Jocko look?

You have not seen this boy before; how can you find out his name? What is the boy doing? What do you think he is saying? Whom do you suppose the monkey belongs to?

AFTER BEADING THE STORY.

Ask the above questions again.

What is Jess saying to Jocko? (Pupils will probably not remember it all; let them read it from the book; this sort of reading helps to read with expression.)

What does Joe say to Jess? What does Jess say to Joe? What does she call Jocko?

What is Jocko doing? What does Jess say to Jocko? Why is she beating him, does she say?

Is Jess hitting hard? Is she hurting Jocko? Why does Jocko yell?

Did you ever know a child to cry and pretend that he was hurt so that his mother would stop punishing him? Do you know a mother that has a little monkey at home?

Do you think Jocko is a rascal? Do you think he will mind Jess after this beating? How is the best way to keep a pet out of mischief?

How big does Jocko seem to be? As big as Joe? How big was the monkey you saw?

PICKING UP CHIPS (page 67).

STUDY OF THE PICTURE.

Tell what you see here, and what the boys are doing.

What do you suppose the boys are saying? Which one seems to be working the best? Do you think these boys like to work? Do you know who these boys are?

AFTER READING THE STORY.

Ask the above questions again.

Point out Joe; Frank. How do you know which is Joe and which is Frank? Which boy owns Jocko? Who is Frank? What does the word *chum* mean? • Who are some of your chums?

Are these boys at Joe's home or Frank's? How do you know? Do both the boys have to pick up chips? Which one? What does Joe beg Frank? How does Frank want to be paid for helping Joe? Will Joe take Jocko out of his kennel? why not? Why is Jocko shut up? Does Frank promise to help Joe? What is Joe going to do to pay Frank for helping him?

Is Frank a good worker? What does Frank ask Joe? What does he say about the basket?

What does Joe tell him? Are they going to pick up all the chips? Why will they pick up the big ones? Will these fill the basket? What are the boys going to do after they pick up the big chips?

Who do you suppose told Joe to pick up the chips? Do you suppose she told him just to pick up the big chips or to pick them all up? Why did Joe pick up only the big chips? Should Joe let his chum keep him from doing his work? Do you think Frank ought to try to keep Joe from doing all his work? Don't you think both boys have done wrong? Which one do you blame most?

Do you ever have to work at home? What work? Do you do all your work or only a part of it? Did you ever pick up chips? or did you ever fill a basket with something else? Is it hard work? If you went to see a friend that had some work to do, would you help him? Have you ever done this? Tell about it. Did you make a bargain with your friend before you helped him, as Frank did?

If you had some work to do at home and a chum came and wanted you to stop and play, would you leave your work or finish it?

Do you like to work? What kind of work do you like best?

Do you think boys and girls ought to have some work to do? Why?

FEEDING JOCKO (page 70).

STUDY OF THE PICTURE.

Tell a good story about this picture; it is easy.

Who are these boys? Where are they? Where is Jocko? Why is he shut up?

Which boy do you think is holding the bowl? What is in the bowl? What are the boys about to do? What do you think the other boy is saying to the boy with the bowl?

Why is Jocko holding out his hand? Can you see his teeth? Why is he grinning? Does Jocko seem glad?

AFTER READING THE STORY.

Ask the above questions again.

How did the boys give Jocko his lunch? Which boy threw it in? Who held the bowl?

Was it right for Joe to let his guest feed Jocko? Do you treat your friends this way when they come to see you? let them feed your pets, and play with your things?

MAX (page 72).

STUDY OF THE PICTURE.

Tell what you see here. What has the man in his hands? What do you think the boy is saying to him? What is the man going to do with the box?

What kind of work has the man been doing. (Note the ax; what has he been doing with that?) What is he doing now with the logs? How is he hauling them? (In a cart with an ox.)

Do you know this boy? this man?

AFTER READING THE STORY.

Ask the above questions again.

What does Ben want with the box? How many chickens has his hen hatched? Ben mustn't put the hen and chickens in a box: what must he make out of the box? (A coop.)

Did you ever see an ox drawing a cart? How is an ox hitched to a cart? What does an ox pull with? (His neck.) What does a horse pull with? (His shoulders.) Are oxen strong? Can an ox haul a heavy load?

THE LITTLE CHICKS (page 73).

STUDY OF THE PICTURE.

You know this boy and this hen; tell the story of this picture.

Count the little chickens. What is the boy doing? What do you suppose this coop is made of?

Do you know how long a hen sits on eggs to hatch them? (If not, you can find out from the story.) Does a hen go back to the nest after she has hatched her brood?

How does a hen speak to her little chicks?

What do we do with a hen when she comes off her nest with young chicks? (Shut her up in a coop.) Why do we shut her up? (Because the little chicks are too weak to run about much; so we shut the hen up till the chicks grow strong.)

AFTER READING THE STORY.

Ask any of the above questions that have not been answered.

What does Ben call his hen? Why? How long did Cluck a Luck sit on her nest? How long did Ben wait before shutting her up in the coop? What does the book call the coop? Why?

Have you ever had anything to do with young chicks? Tell about it. How many chicks do your hens generally hatch? Would you call six chicks many or few for a hen to hatch?

What do you do with the little chicks when they are first hatched? Do you take the first ones hatched to the house, and keep them until the other eggs are hatched? How do you take care of them?

What do you feed young chicks on? Do they know how to eat? (Yes.) Who teaches them? (No one; instinct.) Do they know that bread is good to eat, and that little stones and chips are not? Isn't that a wonderful thing? A little baby does not know the difference; he will try to suck anything you put into his mouth; and a little later he will try to eat anything. How do little chicks call to their mother?

VIXEN (page 75).

STUDY OF THE PICTURE.

Tell what you think this picture means.

Do you know this man? This is a new boy; find out his name.

What has the man in his hands? (If the children think it is a dog, ask them to observe it more closely: the bushy tail, the pointed nose and ears. Don't tell them what it is.) What is around the little animal's neck? What is that for?

If the children recognize this as a fox, talk to them about the habits of foxes.

What do you think the man is going to do with the little animal?

AFTER READING THE STORY.

Ask the above questions again.

What did Val think at first that the fox was? Is the fox grown? What do we call a young fox? What is the name of this fox? (*Vixen* means a shefox.)

What did Max wish to know before he gave the fox to Val? (If his mother would let him keep her.) What did Val tell Max? Do you think Val knew that his mother would let him, or did he say that because he wanted the fox? Should Val have asked his mother? I wonder if Max asked her.

Where does Val say the fox can live?

What did Max caution Val about the fox?

Did you ever see a fox? When? where? Was it a grown fox or a cub? Did you ever know a pet fox? Would you like to have one? Why? Do you think your mother would like it? Why? Do you think a fox would make a good pet? Why? (In all these questions the word why means also why not, if the child has given a negative answer.)

Tell anything you know about foxes.

What sort of man is Max? Do you like him? Why?

VAL'S DUCK (page 78).

STUDY OF THE PICTURE.

Tell the story of this picture.

What bird is this? What is this animal that has caught the duck?

What is the duck doing? What is the duck saying? Did you ever hear a duck quack? (Use the word squawk with the class; tell them it is what we call a duck's cry when it is frightened.)

What is that on the ground near the pen? What do you suppose the pan is there for? How do you suppose the fox happened to catch the duck? What is the fox holding the duck by? Do you think the duck will get away?

Who is this boy? What is he doing? Why is he running?

AFTER READING THE STORY.

What does the book say the duck is doing? (squawking.) What does the duck say? What does "Quack! quack!" mean?

Did Val's mother let him keep the fox?

Who gave Val this fox? Where is the fox living? What is a kennel? What is this kennel made of? Who made it?

Do you know anything about ducks? Tell something about them. Are they as quick as a chicken? What do ducks like to do? (swim.) Did you ever see ducks in the water? Did you ever see ducks eat? How do they eat? Are they greedy?

LIZZIE AND ZIP (page 80).

STUDY OF THE PICTURE.

Tell what you see in this picture, and what the girl is doing.

What little animal is this? Have you ever seen a squirrel? Tell about it. How large is a squirrel? What color was the one you saw? What did it do? Was it tame? Would it eat out of your hand? What do squirrels like to eat? What do you suppose the girl has in her hand? What is she doing with it? Do you know this girl? Find out.

AFTER READING THE STORY.

Ask again any of the above questions that may be necessary.

What is the girl's name? the squirrel's name? What color is Zip?

Is Zip tame? Do you think he is a pet? How does he feel towards Lizzie? Why does he love Lizzie?

How many nuts has Lizzie? (One in her hand, four on the floor.)

What does Lizzie say to Zip? Then what happens?

Do you know any wild animal that has been tamed by kindness? Tell about it. Do animals love persons that are kind to them? Do you know an animal that loves you? Why does it love you? Tell about this animal, and what it does that makes you think it loves you. (Teacher suggest a dog, cat, horse, cow, bird, etc., if the children do not think of domestic animals.)

LIZZIE AND VAL (page 82).

STUDY OF THE PICTURE.

Who do you think this boy and girl are? Why do you think so? Where do you suppose they are? What do you think the boy is saying?

What is the girl carrying on her hand? What is the boy pointing at? What has the boy stuck in his hat? Where do you suppose these two quills came from? What is a quill?

AFTER READING THE STORY.

Ask again any of the above questions that may be necessary.

Why has Lizzie come to see Val? Did Val know that Lizzie had a squirrel? What did Lizzie offer to let Val do?

Just then what did Val see coming? What did he ask Lizzie? What did he tell her about this duck? What did Lizzie ask about Vixen? Did Lizzie know that Val had a fox?

How did the fox happen to catch the duck? Did Vixen want to give the duck some of her dinner? What did Vixen want for dinner? What did the fox get hold of when she caught the duck?

Who got the duck away from the fox? How did Val do it? What harm did the fox do to the duck? Where can you see the two quills?

Does Lizzie wish to see the fox? What does Val tell her?

What do you think of Lizzie? Is she generous with her pets? Why do you think so? Do you know any girl or boy like Lizzie? Are you like her? Would you like to be like her? Can't you be, if you wish to?

THE BERRY MAN (page 86).

STUDY OF THE PICTURE.

Tell what you see in this picture.

What is the boy holding in his hands? What do you think are in the boxes? What is the man doing?

What is that behind the man? What is on the cart? (Boxes of strawberries.) Can you read the card stuck up in the cart? What does this man do for a living?

Do you know this boy and this girl?

AFTER READING THE STORY.

Ask any of the above questions that may be necessary.

What does this man cry out as he goes along the street? What do Harry and Alice call this man?

How many boxes of strawberries do the children buy? What do they cost a box? What did Harry give for three boxes? Who carried the boxes? how many Harry? how many Alice?

Why did Harry carry two, and leave only one for Alice? Who is larger, Harry or Alice? What do you think of Harry?

What do you know about strawberries? color? taste? Do you like them? How do you eat them? (what different ways?) Are there strawberries in your garden? Or do you have to buy your strawberries? Tell how they grow. Ever pick strawberries?

Where do you buy your strawberries? What do you pay for them? (Price varies.)

Does your mother ever send you out to buy things? Do you like to do this? Tell about buying things for your mother.

Did you ever see a man selling things from a push cart? What? What did the man cry? What sort of thing is a push cart?

ALICE SHOPPING (page 88).

STUDY OF THE PICTURE.

Tell all the things you see in this picture.

What place is this? Why does the man wear an apron? Who is this man? Do you know this boy and girl? Do you know this dog? What is the dog doing? How big is this dog? as big as Don? Wag? Buff? What is around the dog's neck? Whom do you think the dog belongs to? (The girl; a boy would not tie ribbon around a dog's neck.)

Why do you think the children are here?

AFTER READING THE STORY.

Ask the above questions again.

What kind of store is this? What is the grocer's name? Why is Alice shopping? How old is Alice? What did Mr. Smith tell her she is getting to be?

Tell what Alice bought, and what she paid for each.

What did Mr. Smith send her for a birthday present?

Whose dog is this? What is his name? How did Mr. Smith try to tease Alice? What did Alice say about Prince? What did Alice make Prince do to show that he is smart? What did Prince say? What did Mr. Smith give Prince for speaking? How did Prince show that he was a polite dog? How did he say "Thank you"?

Did the children take home the things they had bought? Why do you suppose they had them sent? (too heavy.) Did Alice pay for the things?

What did the children carry with them? (In some places a piece of hard candy on the end of a stick is called a lolly pop.) Did the children buy the lolly pops? What did the children say to Mr. Smith when he gave them the lolly pops? What did Mr. Smith say to Alice as she left the store?

What kind of man is Mr. Smith? Do you like him? Why? What kind of children are Harry and Alice? Polite? Why do you think so? (They say "please," "thank you," and "sir" to a man. Alice makes Prince say "Thank you.")

GEORGE'S GOAT (page 93).

STUDY OF THE PICTURE.

Tell the story of this picture; it is easy.

What are these boys doing? What are they driving? What is the goat doing? Why is the goat running? What do you suppose the dog had done? What is happening to the cart? to the wood? Is this a large goat or a small one?

Do you know this dog? How can you tell that the dog is scared? (Tail between his legs; and by his face.) What is the dog saying now? (Not barking; yelping. Explain the difference to the class.)

What do you suppose the boys are saying to the goat? What is happening to the wood? What must the boys do? (Run and catch the goat, and pick up the wood.)

Do you know these boys?

AFTER READING THE STORY.

Ask some of the above questions again.

What is the goat's name? Is Billy gentle? Will he butt the boys? Why is he running away? What did Prince say to the goat? Whose dog is Prince?

What does George shout to Billy? What does Hubert shout?

Is this a heavy load of wood? Where are the boys hauling it?

Have any of you a goat? Can you haul wood with him? Tell about your goat. Does he ever butt you? Is he gentle? Do you make him haul heavy loads? (Should not.) (If no child in the class has a goat, let them tell about some goat they have seen or played with or ridden behind.)

Let them tell what they know about goats: horns, disposition, habits, what a goat says, etc.

ALICE'S PARTY (page 98).

STUDY OF THE PICTURE.

Can you tell a story about this picture?

How many children do you see here? how many boys? how many girls?

What occasion do you think this is? Where is the table? (outdoors.) What girl do you think this is at the head of the table? What boy do you think is at the foot?

What is in the center of the table? What is on the cake? How many candles? What do you think the children are eating? (Note what is in front of the nearest boy.)

Can you read the name of the book on the ground? What is that hanging on the back of the chair of the girl at the head of the table?

You know all these children but one. Can you guess who they are? How can you find out who they are?

AFTER READING THE STORY.

Ask any of the above questions that have not been answered.

Point out each boy and girl in the picture.

How many boys and how many girls were invited to the party? How many do two and two make? Who is the fifth child? the sixth?

Who is the girl that you have not seen before? Where does she live? Whom is she visiting? Where does Alice live? What is a village? a city?

Tell what each child gave Alice for a birthday present? Which of these presents do you like best? Why?

What did the children do before supper?

Why has the cake six candles? What will the children do after supper? Why does each one hope to get the dime? What does Alice's mother tell them? Tell about some party you have given or been to. Tell about your birthday; when does it come? Do you know Mother Goose? Can you repeat some of the Mother Goose rimes?

ASKING RIDDLES (page 104).

STUDY OF THE PICTURE.

Tell what you see in this picture, and what you think they are doing.

How many children are here? how many boys? how many girls?

Can you guess the name of the book the girl has under her arm? Who do you suppose this girl is? Who do you suppose this woman is? Can you guess who these children are? When is this?

What do you see in the sky? (Two clouds and a star.) What time of day is it?

AFTER READING THE STORY.

Ask any of the above questions again that have not been well answered.

What is the name of Alice's mother? Who is asking the riddles?

Can you repeat the riddle about going to Saint Ives? What is the answer? Who told the answer? Who was going to Saint Ives?

Can you repeat the riddle about white sheep on a blue hill? What is the answer? Who guessed this answer? How did Mrs. Jones help Lizzie? Can you point out Lizzie in the picture?

Can you repeat the riddle about the little sister? What is the answer? Who guessed this answer? How did Mrs. Jones help George?

What reminded the children that it was time to go home? (The star.) Which children went home? Which ones staid? What did Alice tell them when they went?

Which of these riddles do you like best? Ask these riddles to the home folks and see if any one can guess them. Do you know any other good riddles? Do you like to guess riddles? (Let the children ask the class any other riddles.)

MOTHER GOOSE (page 109).

STUDY OF THE PICTURE.

Tell what you see in this picture.

Can you guess who this woman is? What is in her lap? Can you tell what that picture is in the book? What do you think the woman is doing with the book? what are the children doing? Can you guess what book this is?

What is the woman doing with her right hand? What are the girls doing with their hands? Do the girls seem pleased? Does the boy seem as pleased as the girls? Can you guess who these children are?

AFTER READING THE STORY.

Ask any of the above questions again that may be necessary.

What kind of book is Mother Goose? When did Alice get it?

Can you repeat the rimes: If I'd as much money as I could spend; I like little pussy; When it rains children say; If wishes were horses; Cock crows in the morn; Eye winker? Which rime do you like the best?

Which one did the girls say was the best? Why did they say this? Did Harry think this was the best rime?

Can you repeat any other Mother Goose rimes? Do you like Mother Goose? Can you read Mother Goose? Try and see. (By the time the class has mastered the Howell Primer thus far, the children can read much of Mother Goose by themselves. They should be encouraged to read other books than their school text.)

GENERAL REVIEW.

After having read all the stories in the Howell Primer, examine the children on the book as a whole. Ask such questions and give such exercises as the following:

What story do you like best? Why?

Which boy do you like best? Why? Which girl? Why?

Which dog do you like best? Why?

Which pet had you rather have? Why?

Which is the most careless boy in the book? (Will.) Tell of some of the careless things he did.

Which is the most mischievous dog? (Don.) Tell of some of the trouble or excitement that he caused.

Let the children make a list of all the boys in the book, all the girls, all the men, all the women, all the pets, all the animals whose pictures are given in the book (including the A B C of animals and the little pictures at the head of the word lists).

It will take several days to do all this; in fact, do not have all these lists made unless the children enjoy doing it. But if these exercises give them pleasure, they will afford profitable seat work for some time after the class has taken up another book.

These lists may grow, thus: after the list of children is made let the pupils add the pets and toys, etc., belonging to each; etc.

We add below a list of the characters and a list of the animals pictured, only as an aid to the teacher in having her class do this. Do not think it necessary for the pupils to memorize these lists; and do not give them these lists ready made; the profit to the child will come, not in knowing all these facts, but in getting them out of the book and making lists for himself.

Characters in the Howell Primer.

WITH THEIR PETS, TOYS, ETC.

BOYS.

NAT	Don (dog)	cannon, wagon.
SAM		pistol
Ben	hen	gun.
ED	Rip (pig)	horn, king at picnic.
WILL	Wag (dog)	fishing net, flag, blocks, top.
Norman		fishing rod, big drum.
Gus	Buff (dog)	ball, sword.
WALTER		small drum.
CARL		top.
JOE	Jocko (monkey)	
FRANK		
VAL	Vixen (fox)	duck
HARRY		
GEORGE	Billy (goat)	cart.

HUBERT

GIRLS.

Ann	Bob (rabbit) Tab (cat)	Nell (doll).
Dот	Tom (cat) tin rabbit.	
Веск	Buck (kid).	
LIZZIE	Zip (squirrel).	
ALICE	Prince (dog), knife, penci	l, Mother Goose, jumping rope,
KATE		flooking-glass

The man at the well.

The man in the pond.

Max ox, box, cub fox.

MEN.

The Berry Man. Mr. Smith (grocer).

WOMEN.

Jess (cook).

MRS. JONES (mother of Harry and Alice).

Animals Pictured in the Howell Primer.

PAGE	A THE PARTY OF THE	PAGE		PAGE		PAGE	
114	ape	45	frog	61	monkey	80	squirrel
114	buffalo	117	giraffe	120	newt	103	swan
12	cat	7	goat	121	opossum	113	tiger
66	chicken	49	hawk	87	owl	92	toad
115	civet	18	hen	9	ox	123	turtle
53	crab	117	hippopotamus	121	parrot	124	unau
53	cricket	8	horse	20 1	pig	124	vampire
115	deer	53	hound	35	pug dog	103	wasp
7	dog	118	ibex	122	quail	125	weasel
78	duck	118	jaguar	13	rabbit	103	wren
116	eel	119	kangaroo	6	rat	126	yak
18	elephant	37	kid	122	rhinoceros	79	zebra
41	fish	19	lion	123	seal	126	zebu
95	fly	108	lizard	41	sheep		
116	fox	120	mole	107	snail		

Do not expect the pupils to arrange these words in alphabetical order; they are given so for the convenience of the teacher.

THE HOWELL FIRST READER.

The Howell First Reader should follow immediately after the Howell Primer. This book begins where the Primer leaves off; it is made on the same plan as the Primer, and it should be taught in the same way. The words in the word lists are fewer than in the Primer, because the child masters most of the mechanics of reading in the Howell Primer; but the lists that are given in the Howell First Reader should not be neglected; they contain the less frequent spellings not taught in the Primer. When a child masters both the Howell Primer and the Howell First Reader, he has acquired all the spelling elements he will need, and he is then prepared to read any book not too difficult in thought or in the construction of the sentences.

Pages 9-19 in the Howell First Reader contain a review of all the elements taught in the Howell Primer. These pages are not to be read once and left alone; they are for frequent review. The teacher would do well to copy pages 16-19 on the board, so that these elements may be frequently reviewed by the whole class. On these pages the elements are grouped according to sound; each group represents only one sound and the different ways of spelling it so far as taught in the Howell Primer. Thus on page 16 eight sounds are represented:

ă, written with a, as in ax, cat, etc.
âr, written with air, as in stair, hair, etc.
ere, as in there and where.
aw, written with aw, as in awl, saw, etc.
au, as in auger, haul, etc.
a, as in wall, water, ball, etc.
o, as in horn, corn, for, etc.
and five other sounds.

As new spellings are learned in the Howell First Reader, the teacher may add them to the list on the board; or if this takes up too much board space, she may write them on large paper or cloth to hang up for use when needed.

The progress of the class will be much more rapid through the latter part of the Howell Primer than at the beginning; and it will be more rapid throughout the Howell First Reader than it was in the Primer. The Howell First Reader should be read in at least three months; many classes have finished it in two months.

PART II

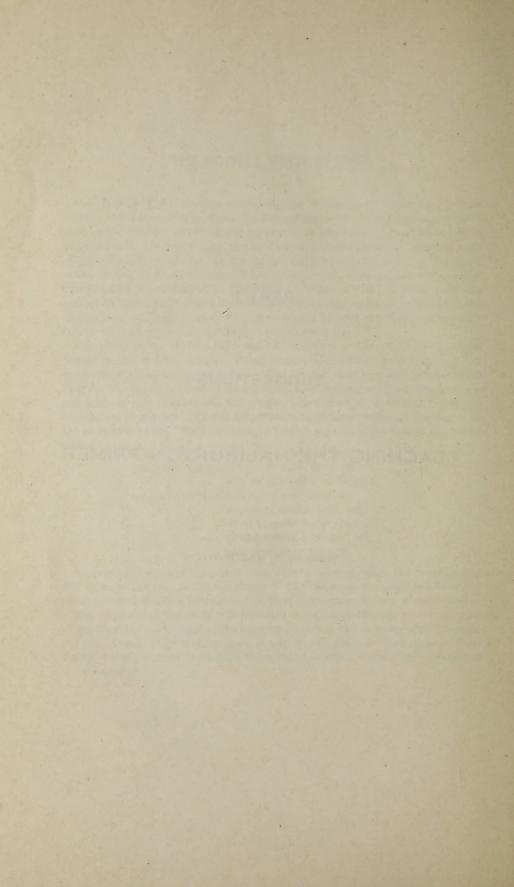
SUGGESTIONS

FOR

TEACHING THE HALIBURTON PRIMER

BY THE AUTHOR

MISS M. W. HALIBURTON



SUGGESTIONS

FOR

TEACHING THE HALIBURTON PRIMER

WORK THAT IS PRELIMINARY TO READING FROM THE PRIMER

EAR-TRAINING BY MEANS OF STORY-TELLING AND PHONETIC EXERCISES.

Before coming to school, the child has used the ear instead of the eye in the process of word-getting. Few children read (get words through the eye) before coming to school, but most children have listened to stories, and all children love stories.

The first point of contact, then, should be story-telling. The teacher should select such stories as seem most suitable for her purpose, and those that all young children love.

To those recommended by Prof. Charles L. Coon in his *How to Teach Reading* may be added:

The Story of Lambikin,

The Gingerbread Boy,

The Pig With a Curly Tail,

The Honest Woodman,

The Three Brothers,

The Story of the Teeny-tiny Lady,

Billy Boy and His Friends,

The Robin's Yule Song,

Robin Redbreast and Jenny Wren,

Briar Rose.

The second point of contact should be made by having the child separate into two and then into three sounds some of the words which are perfectly familiar to his ear.

Lists of words for such exercises in ear-training may be found in E. P. Moses' *Phonic Reader*, in Prof. Charles L. Coon's *How to Teach Reading*, and in M. W. Haliburton's *Phonics in Reading*, all of the lists being very similar.

The following words may be separated into two parts by the teacher and afterwards by the children, who do not see the words:

d-ay	M-ay	b-ee	m-e
h-ay	p-ay	h-e	kn-ee
l-ay	r-ay	k-ey	s-ee
g-ay	s-ay	L-ee	t-ea
j-ay	w-ay	p-ea	w-e

b-y	n-igh	g-o	c-ow
d-ie	p-ie	t-oe	h-ow
h-igh	r-ye	b-ow	n-ow
l-ie	s-igh	h-oe	b-ow
m-y	t-ie	J-oe	v-ow

At the right of the following pages in the Haliburton Primer may be found lists of words which may be used, instead of the above lists, for this preliminary ear-training before the children have ever seen the words: pages 51, 57, 64, 68, 78, 83, 87, etc. As many of these words may be used for this purpose as the teacher wishes. They should be separated first by the teacher and then by the children into two parts, thus:

c-at	b-at	p-at	s-at
m-at	r-at	f-at	h-at

Afterwards they may be separated into three parts, thus:

c-a-t	b-a-t	p-a-t	s-a-t
m-a-t	r-a-t	f-a-t	h-a-t

It would be a waste of time and space to discuss here the question as to whether there should be blackboard lessons in teaching beginners to read. All good primary teachers have some blackboard reading before putting beginners into the primer. It is almost universally conceded by these teachers that sentences which call for action on the part of the children are best for the earliest blackboard lessons. It is not at all necessary to have a great variety of objects in the schoolroom for the purpose of conducting these "action sentences." A sufficient amount of activity can be secured without the use of any object except a soft rubber ball.

Every child from his babyhood till far in his "teens" loves to play with a ball. Noiseless games with the rubber ball train children in quick, light movements, and are carried on in hundreds of the most orderly and well conducted schoolrooms as part of the regular work with beginners in their earliest reading.

The first lesson may be conducted in the following way:

The teacher calls one of the children to stand beside her in front of the class. She says to the class: "I shall whisper one word to Mary, to tell her what I wish her to do. Before I whisper it to her, 'Mr. Chalk' will say the same word to her. Then Mary will do what 'Mr. Chalk' and I have told her to do. You can't hear what I shall whisper to Mary, but you can watch and see how 'Mr. Chalk' tells her to do the same thing that I tell her to do."

The teacher then says to Mary: "I will put on the blackboard what I want you to do. That is the way 'Mr. Chalk' tells you. Then I will whisper and you must do it."

The teacher writes the word "Run" on the board, and then whispers to Mary, "Run."

When the class, who have watched for the written word, see Mary run, they know that the written word is "Run."

In the same way the class may be taught the following words:

Jump, Skip, Hop, Dance, Walk, March, Sing, Whistle, each word being an imperative sentence.

In the same way may be taught the following imperative sentences:

Run and jump.
Jump and run.
Run and skip.
Skip and sing.
Sing and march, etc.

By the use of the word "and," all the action words taught should be used more than once, so that the children may learn to know each word, both with the capital initial letter and with the small initial letter. This is necessary, because at first the word with a capital initial letter looks to the child like a different word when shown with a small initial letter. To introduce a third group of action sentences using the same words, the teacher may write on the board the words "I can," and say "I want each of us to show what we can do. So we need to know these two words 'I can.'" As she speaks the words "I can," the teacher writes them. She then says: "I will tell you what I can do." Then writes, "I can walk," and walks across the room. She says: "Now, as I write it on the board, you may show me what you can do," and writes the sentences:

I can run.
I can skip.
I can hop.
I can march.
I can dance.
I can jump.
I can whistle.
I can sing.

To teach a still greater variety of action sentences, using the same words, the teacher may write on the board the two words "to me," and tell what they are. Then she can teach the sentences:

Run to me.
Skip to me.
Walk to me.
Jump to me.
March to me.
Sing to me, etc.

By writing the words "I" and "you" on the board, and telling what each is, the teached can next teach the sentences:

I can walk to you.
I can run to you.
I can skip to you.
I can hop to you.
I can march to you.
I can sing to you, etc.

Reading lessons may be based on games with the ball. The teacher takes the ball and gives it to one of the children, saying: "See, I have given the ball to Mary. She is going to do just what I ask her to do when I whisper to her, and what 'Mr. Chalk' will ask her to do."

The teacher then whispers to Mary and quickly writes on the board the sentence, "Roll the ball." The children see Mary roll the ball, and know what the sentence is. But before leaving this first sentence it should be written several times, and the children should be drilled by repeatedly performing the act and learning to distinguish the words "the ball" from the word "Roll."

In the same way may be taught the following sentences: Bounce the ball. Toss the ball. Kick the ball. Pitch the ball. Catch the ball.

At the next lesson the ball may be left on the table or somewhere in sight. The teacher teaches, just as she did the first sentence above, the sentence "Get the ball." It is then easy to combine the words already known into the action sentences:

Run and get the ball.

Skip and toss the ball.

Walk and bounce the ball.

Roll the ball to me.

Pitch the ball to me.

Kick the ball to me.

I can run and toss the ball.

I can walk and bounce the ball.

I can skip and toss the ball.

I can run and kick the ball.

I can pitch the ball to you.

I can roll the ball to you, etc.

By this time the children are thoroughly familiar with a number of words that appear on the early pages of the primer. Among them are words given both with the capital initial letter and the small initial letter, such as Run, run, Jump, jump, Dance, dance, March, march, Walk, walk, Sing, sing.

The teacher may now begin teaching the script form and sound of these initial letters, deducing them from these six known words given above.

The children have already had some training in listening for separate sounds in a word, so they will quickly understand what is the teacher's purpose if she says something like the following:

"I'm going to ask you to do something. I shall speak only part of the word. It will sound as if I'm trying to speak the word, but can't say it all; that is, I shall say part of the word and then stop. It is just one word. If any one knows what I'm starting to say, he may get up and do it. Listen."

The teacher then starts to say the word *run;* that is, she gives the sound of the letter r. The children who understand will run lightly around the room.

The teacher says: "Yes; what I started to say was 'Run'" (she writes the word as she speaks it). "You knew by listening for the first sound of it what word I was trying to speak." She writes the letter "R" under the word "Run" and gives its sound. She says: "This is the same word [writes the word with small initial letter], run, and the sound of the first letter is the same." She writes the words so that they stand thus:

Run run R r In the same way she teaches and shows the following words and their initial letters:

Jump	jump	Walk	walk	Marc	eh march
J	j	W	w	M	m
	Dance	dance	Sing		sing
	D	d	S		S

From sentences already known the children easily get the sounds and learn the script forms of several other letters. The following should be taught next:

Get the ball.	Get
I can get the ball.	get g
Pitch the ball.	Pitch P
I can pitch the ball.	pitch p
Catch the ball.	Catch C
I can catch the ball.	catch c
Santana and American State of the Control of the Co	D
Bounce the ball.	Bounce B
I can bounce the ball.	200000
	B bounce
I can bounce the ball.	B bounce b Toss
I can bounce the ball. Toss the ball.	B bounce b Toss T toss
I can bounce the ball. Toss the ball. I can toss the ball.	B bounce b Toss T toss t

Note to Teachers.—All the foregoing work may be omitted if the teacher feels that conditions in her schoolroom prohibit this activity on the part of the children. If once she gives this work a fair trial, however, she will never willingly omit it. Acting the sentences, after silently reading them, gives children the right idea of what reading is, as nothing else will; for, be it remembered, that "reading is getting thought," not merely, nor chiefly, repeating certain words aloud.

In case the teacher wishes to omit this blackboard work, she can begin at once with the book, taking up the work as it is outlined below. Of course, this will call for more drill on the new words of each page of the primer as they appear there for the first time.

PICTURES AND "PICTURE STORIES" AS BASES FOR LESSONS IN THE PRIMER.

When the primer is first given to the child, he immediately looks for the pictures in it. To him this is the most important part of the book. If the pictures are good and are rightly used by the teacher, they become a great help to her and an inspiration to the child.

After the class has been allowed a little time for silent enjoyment of the picture, the teacher should begin to ask questions that will direct each child's thoughts along the lines necessary to bring about the real act of reading.

Take, for instance, the first picture in the primer. The teacher asks, "How many girls do you see in the picture? How many boys? What are the children doing?"

Now, the teacher may tell the "picture story," thus leading up to the oral use of the sentences in the little lesson that is to be read. They should be read by the children from the blackboard before they are read from the book. This first reading of sentences from the blackboard need not, however, be continued throughout the primer; only so long as the teacher finds it a necessary or helpful preparation for reading from the book.

In regard to the "picture stories," they should be kept up throughout the book. No good primary teacher would consent to teaching a new lesson in a primer without a preliminary conversation lesson as a preparation for the reading. The stories come under the head of such preparatory conversation lessons. Generally, the "picture story" should be short. It should be told in an animated manner, in order to interest the children.

The first "picture story" of the primer will be longer than such stories usually are, because in this the children of the book are introduced to the little readers in some such way as the following:

The boy you see in the picture is Frank. (It is a good idea to write the names as they are spoken, though they do not appear in the first lesson.) The larger girl's name is Grace. (Writes the name.) The smaller girl is Alice. (Writes the name.) Pointing to the boy in the picture, the teacher asks, "Who is this?" As the children answer, "Frank," the teacher points to the name on the board. "Grace" and "Alice" are treated in the same way. As each name is called during the telling of the story the teacher should point to it as she speaks the name, doing this in a quick, natural way.

Grace and Alice are Frank's sisters. They live in the country and have fine times playing together. One day they were running races. Frank's little dog was running with them, barking with all his might and enjoying the game as much as any one. As they ran from one place to another, they frightened the geese, and sent them quacking and fluttering before them. They frightened the kitty-cat almost out of her wits, and sent her tearing over the yard and up the tree.

When they were ready for the last race, Frank said they would race to the big tree. The one who got to the tree first was to say, "Stop." Then the others must stop running, so they could see who was farthest from the tree. This one was to be called "Slow Coach." The one who got to the tree first was to be called "The Lightning Express."

When they were ready to start, Frank said, "Run." (The teacher writes the word "Run" as she speaks it.) Away they went, Alice laughing and

calling out, "Run, run." (Teacher writes the words, "Run, run" as she speaks them.) Grace reached the tree first, and called out, "Now, stop." (Teacher writes the words.) Alice did not stop soon enough, so Frank called out, "Stop, stop." (Teacher writes the words as she speaks them.)

To bring about the reading of these sentences, the teacher asks, "What did Frank say, as they were ready to start?" As the children answer, the teacher points to the word, "Run." "While they were running, what did Alice call out?" As the children answer, the teacher points to the words, "Run, run." "As Grace reached the tree, what did she say?" Teacher points to the words as children answer, "Now, stop." "Alice didn't stop soon enough, so what did Frank say to her?" As the children answer, the teacher points to the words, "Stop, stop."

To connect the blackboard sentences with the same sentences in the primer, most teachers print the sentences on the blackboard, placing each printed sentence under the same sentence in script. The children are led to see that each printed sentence is the same as the script sentence above it. The script sentence is erased, the printed sentence is read and found in the primer. Some teachers do not print the sentences on the board, preferring to have the children go directly from the script sentence on the board to the same sentence printed in the book. To print them on the board under the script forms of the same sentence makes the transition from script to print a little easier, but the teacher is expected to keep up this printing on the blackboard only a very short time—only until the children read print as readily, as they read script.

The lesson on page 2 should be treated a little differently from the first. The teacher holds up the picture and, pointing to Frank, says, "See Frank," and writes the words. Then pointing to Alice, she says, and writes the words, "See Alice." "See Alice run." (Writes the words.) Frank ran after Alice and called out, "Run, Alice, run." (Writes the words.) Alice ran until she was tired, and then cried, "Stop, Frank, stop." (Writes the words.)

Children will read the sentences on the blackboard and then find them in the primer.

To have the lessons on page 3 read naturally, the teacher says, "Let us tell whom we see in the picture. I will tell you with the chalk whom I see. 'I see Alice.' (Writes the words as she speaks them.) As you hold up the book, tell me whom you see." Some child says, "I see Frank." The teacher replies, "I'll let Mr. Chalk say that," and writes "I see Frank." The words "I see" should be drilled upon a little. Then, the teacher says, "I'm going to ask you a question with the chalk. I need the words 'Do you.'" (As she speaks the words, she writes them.) "Now, what are these words?" When the children know "Do you" the teacher writes and the children read the sentences, "Do you see Alice?" "Do you see Frank?" As this is the first time the question mark has been used, the teacher should call attention to it by saying, "As this is a question, I must put a question mark at the close of our sentence," and have the children notice how she makes it.

The two other groups of sentences on page 3 are reviews. The teacher needs only to ask a question before each sentence is read from the book, such as, "What did Grace say when she reached the tree?" etc. The child should understand that he is answering the teacher's questions as he reads the sentences.

The printed form of the letter r as an initial is very easily taught here, because the children know both in script and in print the word run (with capital as well as small initial letter).

If the work described under the head of "action sentences" has not been done by the teacher, she will have to do here the first work of teaching the sound of r. If the blackboard work has been done, the teaching of the sound of r here will be review work. It is so intended.

The teacher points to the word run at the bottom of page 3, and asks the children what it is. She then points to the letter that follows the word, and calls attention to the fact that it is the letter with which the word *run* starts. She says, "I will start to say 'Run,' and stop before I say it all," and then the children listen while she gives the first sound of *run* before speaking the whole word.

The lesson on page 4 is taught much as the first lesson, except that here the idea of a conversation between the pictured children is emphasized.

The teacher may tell the class that the first four sentences tell us what Frank is saying to Alice, while the last three tell us what Alice is saying.

The lesson on page 5 is taught much as the one on page 3.

On page 6, the idea may be given to the children that Frank is teaching Alice to play ball.

Page 6 and all the left-hand pages 8, 10, 12, and 14 are taught in the same way. Page 7 and all the right-hand pages 9, 11, 13, and 15 are taught as was the lesson on page 5. On page 7, in the second group of sentences, there is a new form of sentence taught with the use of the word said and the quotation marks. The children's attention may be called to the quotation marks by the teacher calling them "voice marks," as primary teachers generally call them when used as they are here. When the child is led to see that the "voice marks" come just before the first word and just after the last word of what the speaker is saying, expressive reading is secured where it otherwise might not be.

In the lesson on page 16 the teacher will need to emphasize the "picture story" more than she has since telling the first story in the primer, thus:

One day Frank and Alice were in their mother's flower pit, when they saw Grace coming. Frank said, "Alice, I see Grace." (Writes the words.) "Run, run and hide." (Writes the words.) "Grace will catch you." (Writes the words.) "Hide, Alice, hide." (Writes the words.) The children read these sentences from the board and learn the new words, which the teacher drills upon a little before they open the primer and read the sentences as they appear there.

Enough has been said to show that the best way to teach a child new words is to use them in oral sentences and then in written sentences, before he is expected to read them in the book. If, however, a child comes to a word in a sentence which he has forgotten, he should let this fact be known while reading the sentence silently before it is read aloud. He simply raises his hand for permission to give the number of the forgotten word in the sentence; that is, he speaks the word "third," "fourth," or whatever the number of the word in the sentence may be. Then some child who knows the word tells what it is. If the child has been well drilled on the initial sounds of several words of which the forgotten word happens to be one, the teacher may say, "Notice the first letter. See if you can't give its sound. If you can, you may

be able to get the word for yourself." In this way the child should be led to begin applying the little he has gained in phonetic powers. Later on, as he masters the phonograms, at, ot, et, etc., he can, by using these and the sounds of initial letters, master more and more words for himself.

It may also be noticed here that all the new words of each lesson are arranged in good clear print at the back of the book, according to the numbers of the pages on which they appear. The arrangement in columns is convenient for the purpose of review drills upon the words whenever the teacher wishes to have such drills.

The lessons on the left-hand pages 18, 20, 22, 24, 26, and 28 are taught as were those on page 16.

On page 17 and on the other right-hand pages 19, 21, 23, 25, 27, and 29 the groups of sentences and the words at the bottom of each page, with their initial letters and sounds, are taught as were those on former right-hand pages.

The picture story on page 18 is a continuation of that given for page 16. On page 20 the picture almost tells the story. On pages 22, 24, 26, and 28 the "picture story" introduces the "baby sister" of the primer story, and the teacher needs little power of invention to continue "making up" a story that will interest the children.

On page 31 the sentences should be treated as reviews. It will be noticed that they are based on the picture of the preceding page.

At the top of page 31 will be found the "ing" form of several well-known words. There is a certain way of teaching such words so that after one or two such lessons the children will readily get for themselves every word ending in "ing," if they have had the first part of the word. The teacher writes on the board the word "play." The class tell her what it is; for they have used it in former sentences. She then says, "I wish to make the word playing, for you see the children in the picture are playing, and we are going to read about them." She adds ing to the word play on the board and pronounces the word playing. She then writes and the children pronounce the word jump. She says, "Now, we will make out of this word the word jumping, for you see the baby is jumping," and she adds ing to jump, and pronounces the word. She writes the word kick, and asks, "How can I make kicking out of this word?" By this time the children are ready to tell her how to make from the words, sing, toss, catch, pitch, and do, the words singing, tossing, catching, pitching, and doing. With dance, bounce, and hide, the teacher shows that sometimes to make the "ing" words from the shorter words like dance, etc., we drop the ending letter e before we add ing. This is not at all difficult for even the youngest children in the class to understand and remember, if the teacher does the work of making the longer word from the shorter words and lets the children see her do it, dropping—that is, erasing—the ending letter e before she adds ing.

The children should study the picture on page 30, telling what they think Frank is doing, what Alice is doing, what Grace is doing, and what Baby is doing. After this, they should read the questions and the answers on page 31. The new words what and my should have been developed by the teacher during the preparatory conversation about the pictures.

Lessons on Pages 32, 33, 34, 35, 36, and 37.

The teacher tells about Alice's and Grace's pet hens. Alice's hen is white. The white hen has some little chicks, but they are not white like their mother. They are black chicks. Grace's hen is black. She is as black as jet, and Grace named her Jet. Jet is a mother-hen. Her children are some little white chicks and a little duck. Grace calls her hen "Mother Jet," and he baby duck she calls "Ducky Bet." Alice and Grace take Baby out to show her the mother hens and their children. Alice's little white kitty, Dot, went to see the hens and chicks, too, and made the chicks run. Baby has a pet kitty, a black kitty which is named Mink.

Wh, representing the initial sound of whistle, on page 29, should be taught as if it were the sound of one letter. The same is true of sh, given at the bottom of page 33 as the initial sound of the word show, and also of ch, given at the bottom of page 35 as the initial sound of the word chick. The sound of n is rather more difficult for children to give correctly than any that have been taught up to this point. It is deduced (see page 37) from the word now which the children have been using since the first lesson in the primer.

For the lessons on pages 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, and 49 the teacher may tell that part of the story on which these lessons are based somewhat as follows:

"The children of whom we have been reading have a little cousin, a boy named Max. (The teacher may write the name and leave it on the board for a while.) Max had been living in the city, but he came to the country to stay with his cousins. Alice and Grace were as glad as Frank was to have him come to stay with them. The day before he came, they helped their mother bake a big, sweet cake, which they were sure Max would like. next day their father went to the station to meet Max, and when the children saw him coming with their father they were as happy as could be, and ran to meet him and tell him how glad they were to see him. Frank took Max in to see his mother, who was just as glad to see Max as Frank was. Then Max showed the children the pretty toys he had brought them from the city. There was a drum for Frank, a little doll for Baby, and two big dolls for Grace and Alice. They were soon playing soldiers, marching and tapping Frank's drum. Then Frank showed Max his little dog, Lad. He told Max how Lad liked to catch rats, and made the little dog jump over a stick. Frank was very proud of the way Lad jumped high over the stick."

Before each lesson the teacher will narrow the story down to the point which the lesson picture represents, and in the preparatory talk and sentences on the blackboard she will develop the new words of each lesson.

The sound of l as the initial letter of the word look, on page 40; of th as the initial letters of the word this, on page 43 (this, the soft or flat sound of th is easier mastered by the child than the sharp sound of th); the sound of m as the initial letter of the word march, on page 46; the sound of p as the initial letter of the word pou (this is a difficult sound for the child to give correctly, it being more like the prolonged sound of double e) on page 48; and the sound of pu as the initial letters of the word puick, on page 49, are taught as were the previously given sounds.

Lessons on Pages 50 and 51.

After the children have studied and talked about the picture on page 50, the teacher may tell them that Max speaks the first sentence—asks Alice a question. Alice speaks in the next three sentences, answering Max; then in the fifth sentence Max asks another question, which Alice answers, speaking in the next four sentences. Max asks another question in the tenth sentence, which Alice answers, speaking in the last three sentences.

The first "phonic jingle" is given on page 51, to teach the combination at, or the phonogram at, as most teachers express it. The jingle is interesting to the children because they have just been reading about Alice's kitty trying to catch a bat which it took to be a rat. It pleases them because of the rhythm, because of the simple melody, the tune to which they sing it. They will, by singing it a few times, memorize the jingle. Then the teacher is ready to deduce from it the phonetic drill, which will seem more like play than drill work. The children have had at as a whole word; they have had as initial sounds of words the letters c, m, b, th, r, p, f, s, and h. The teacher says, "I will repeat part of each line of our jingle—all of it except the last word. You may finish each line by saying the word I leave unsaid, and I will write that word." The teacher repeats part of the line and writes on the board only the last word of each line.

The kitty	(children	finish	the	line)	cat
Sat on the	66		44	66	mat
She saw a	44	66	46	66	bat
She said, What's		"	66	66	that?
Ah, that's a	44	- "	46	66	rat!
Pit-pitty-	"	- 66	66	66	pat!

In this way the words for drill, shown on the right side of the page, are written on the board for drill. If the teacher thinks best to do so, she may show the words on the board separated thus: c at, m at, etc. After drilling on the script words, the children may open their books and drill on the words there.

For the lessons on pages 52, 53, 54, 55, and 56 the teacher will tell as preparation for them the story of Frank's pet, the white rabbit, Bun. The children will enjoy hearing about Frank taking Max to see Bun, to whom they fed apples and for whom they afterward made a pen to keep him from running away; also about the little bed or cot that Alice persuaded them to make for Dot, her snow-white kitty whom she tried so hard to keep clean and spotless. In these lessons only one new sound is taught, that of a as the initial letter of the word apples, on page 53. It is therefore a good opportunity to review the sounds already taught, and it is for such reviews of letters and their sounds that drill cards are most useful. They enable the teacher to give rapid, animated drills on letters which she could give in no other way. Such review drills should be carried on from the first. The drill cards may be made by the teacher herself, though they are printed and sold by the publishers of the primer for 75 cents per set.

The phonic jingle on page 57, for teaching the phonogram ot, is taught as was the jingle on page 51. In the same way are taught the other jingles on pages

64, 68, 72, 78, 83, 87, 94, 99, 106, 111, and 119, the words given at the right side of the page in each case being the only ones written on the board by the teacher.

The lessons on pages 58, 59, 60, 61, 62, and 63 are read after the teacher has told the preparatory story of Frank getting permission from his mother for Max, Grace, Alice, and himself to accompany his father, who is going to drive the wagon to town. The little readers will enjoy hearing about Frank and Max driving the horses; about the patient oxen that Max is so much surprised to see drawing a wagon along the road; and about the little redheaded woodpecker which is called the sap-sucker. Perhaps some of the little readers have seen this bird at work on the tree trunks, going "tap, tap, tap" as he digs a little hole or gap in the bark and sips the sap before he goes flying away, "flip-flap, flip-flap." This story leads up to the phonic drill on the phonograms "ap" and "ip," deduced from the jingle on page 64.

The lessons on pages 65, 66, and 67 are read after the continued story tells them about Max going with his cousins to their school, the way to which leads through the woods. It is in the woods that they see another bird that interests Max. It is a tiny bird with a black head, and as it hops about it makes a noise that sounds almost like "twit-twit," or the word, "quit, quit." Then it bursts out singing, "Chick-a-dee-dee!" This bird is the "tom-tit," often called the "chick-a-dee," and the story told by the teacher, and the little lessons read by the children, lead up to the phonic jingle on page 68, from which the drill on the phonogram "it" is deduced.

The story continued for teaching the lessons on pages 69, 70, and 71 tells about the children's visit to the barn, where they show to Max Alice's pig, greedy little Piggie Wee, and Frank's pig, the cunning little Piggie Wig, with his funny little curly tail, about whom Grace and Frank write rimes, and about whom Father writes funny rimes for Alice. The sounds of the initial letters i and wr are taught from the word it on page 69, and from the word write on page 71. The story leads up to the phonic jingle on page 72, from which is deduced the drill on the phonogram ig.

The story again continued for teaching the lessons on pages 73, 74, 75, 76, 77, and 80 will tell about the children's trip to the pretty brook and the pond in the woods, where grow the violets, the flowers that mother loves so much. The story, as well as the pictures on pages 74, 76, 78, and 79, will tell about the children finding the ducks at the pond where they come to swim and feed and near which some of them make their nests. It will tell about Mother Jet and her children, who, having stolen away from their home in the barnyard, are found wandering around with the ducks near the pond. The story can be made very interesting and animated by the teacher telling of naughty little Ducky Bet running away from Mother Jet and following the ducks to the pond, from which place Frank has to rescue her in order to quiet poor, distressed Mother Jet, who never before had such a strange, disobedient baby as Ducky Bet. The story leads naturally up to the phonic jingle on page 78, from which is deduced the drill on the phonogram et. The sound of the letter v, deduced from the word violets, on page 75, is the only letter drilled upon during this series of lessons, and here is another good time for review drills with the cards.

The story is continued for teaching the lessons on pages 81, 82, 84, 85, and 86. It tells about more fun the children have at the ponds and in the woods.

They find frog eggs in the pond, and show them to Max, who has never seen them before; they see a little frog sitting on a log by the marsh or bog, which Lad runs after, making it jump into the water with a noise like "kerchog." This naturally leads up to the phonic jingle on page 83, from which is deduced the drill on the phonogram "og."

During the same trip the children see a little wild gray rabbit with a funny white tail, and Frank tells Max that this wild little rabbit is a cousin to his pet, the white rabbit, Bun. He tells Max about the snug little home the wild rabbit makes down under the ground. They watch the rabbit as he sits in the sun and then goes hopping away, jumping and leaping over the stumps and logs in the woods. And then Frank sings a rime or song about "Wild Little Bun." This song is the rime on page 87, from which is deduced the drill on the phonograms un, ump, and ug. The sound of the letter e is deduced from the word eggs on page 81.

The story is continued for teaching the lessons on pages 88, 89, 90, 91, and 92, and tells of the children catching a bat late in the day, as they were going home through the woods, and of their stopping in the barn to play on the hay, where they caught the owl that gave Max such a scare. The sound of the initial letter u is deduced from the word up on page 88, and the sound of x is obtained by sounding the word Max and separating it into three parts, the last of which is the sound of x.

The lesson on page 93, based on the picture on the same page, leads up to the phonic jingle on page 94, the first verse of which is sung with the others, but from which no words are taken for drill, because, though they sound alike, they do not look alike. From the other verses of this rime are obtained the words for the drill on the long sound of the letter y.

From the rime that is part of the lesson to be read on page 95 is deduced the drill on the phonogram op.

From the lesson on page 97 is deduced the phonogram uck, and by separating the words into three parts the drill on ek is also obtained.

The lesson on page 98 leads up to the drill on the phonogram ing on page 99. The letters in "ing" are never separated.

The lesson on page 105 leads up to the phonic jingle and the drill on the phonogram *ee*, on page 106.

The lesson on page 109 leads up to the phonic jingle and the drill on the phonograms ell and ows, on page 111, by separating the words into three parts, thus, b-e-ll and gr-ow-s, the sound of ll and the soft sound of s may be drilled upon.

The sound of the initial letter z is deduced from the word zee, on page 104. The sound of kn, taken together as one sound, that of the letter n, is deduced from the word knows at the bottom of page 109.

The rimes on pages 112, 113, 114, 115, 118, and 120 are read by the children and, if the teacher wishes to have it done, they may be memorized. From these rimes are deduced the phonograms ack, ock, old, ill, ong, and ick. All of these, except old and ong, may be separated thus, a-ck, o-ck, i-ll, i-ck. The sharp sound of th is deduced from the word thank on page 117. The lesson on this page and the preceding picture help to give the little readers the right ideas about dramatizing their reading lessons. It leads up to the rime on page 118,

which is to be read, and to the jingle on page 119, which is to be sung, and from which is deduced the drill on the phonogram ink. The letters in the phonogram ink should never be separated for sounding.

The last rime in the book, that on page 121, is for memorizing.

The "Song of the Letters" on page 122 is for teaching the names of the letters. If the teacher prefers to teach the names of the letter before this, she can turn to this page at any time and drill on the names.

These suggestions, combined with those at the close of the book, make very full directions for teaching the Haliburton Primer. As many or as few of them as the teacher pleases may be followed, for the primer is a book which may be adapted to a variety of methods in treatment.

THE READING LESSON IN THE HIGHER GRADES.

Extract from An Outline Course of Study by Charles L. Coon, published by Department of Public Instruction of North Carolina, 1909.

The general plan of assigning the lesson, the home study, the formal recitation, and the work done to create a taste for good literature should be the same for the other primary grades as for the first grade.

When children reach the fifth grade, they should have mastered the mechanics of reading and should, therefore, be able to do more home work in the preparation of their reading lessons. Consequently less time need be spent in assigning the lessons. But if the children have not been taught to get the words for themselves in the lower grades, the teacher's first duty is to remedy this defect, gradually making the children independent of help in preparing the reading lessons.

There is only one way to give children the power to get the words of the reading lessons for themselves—by teaching phonics. The spelling book, the first reading book, and this manual all contain more or less definite directions as to how to teach the phonetic elements of our language. Beginning with the fourth grade, the dictionary should be used.

The principal phonetic facts indicated for the first-grade work should be taught in all the grades where the children have difficulty in mastering the words of their lessons in reading.

Some time should be spent each day in memorizing good literature, and the teacher should not neglect to read aloud to the children as a means of leading them to appreciate the best books.

SOME SELECTIONS FOR MEMORIZING.

The selections indicated below, by titles or first lines, will be found suitable for memorizing. The selections, or most of them, can be found by any teacher who will take the trouble to find them.

The memorizing of the selections should not be made a task for the children. A few lines or a stanza repeated after the teacher each day, with constant review, will be sufficient to fix the words in the memory of the children.

SELECTIONS FOR GRADES I-III.

Who has seen the wind?—Rossetti.

If all were rain and never sun.—Rossetti.

Sing a song of sixpence.—Nursery Rhyme.

The goose that laid golden eggs.—Fable.

Simple Simon met a pieman.—Nursery Rhyme.

He prayest best who loveth best.—Coleridge.

Little Bo-peep has lost her sheep.—Nursery Rhyme.

There was a crooked man.—Nursery Rhyme.

Where did you come from, baby dear?—McDonald.

Down at our house is a wee one.—Banks.

By the shores of Gitchee Gumee-Hiawatha's Cradle.-Longfellow.

Saw the moon rise from the water—Spots on Moon.—Longfellow. Once there was a robin.—Cary. Twinkle, twinkle, little star.— Look up and not down.-Hale. Why do bells of Christmas ring?—Field. Once a little baby lay.— Over the river and through the wood.—Child. The year's at the spring.—Browning. Boats sail on the rivers.—Rossetti. Great, wide, beautiful, wonderful world.—Brown. I have a little shadow that goes in and out with me.—Stevenson. There's a wonderful weaver high up in the air.—Cooper. Wynken, Blynken, and Nod one night.—Field. All things bright and beautiful.—Alexander. Sweet and low, sweet and low.—Tennyson. If the butterfly courted the bee.—Rands. The mountain and the squirrel.—Emerson. Blessings on thee, little man.—Whittier.

SELECTIONS FOR GRADES IV AND V.

Under a spreading chestnut tree.—Longfellow. The Last Leaf.—Holmes.
Woodman, spare that tree.—Morris.
I shot an arrow into the air.—Longfellow.
Columbus.—Miller.
Suppose, my little lady.—Cary.
The Brook.—Tennyson.
'Twas the night before Christmas.—Moore.
Death of Chibiabos.—Longfellow.

SELECTIONS FOR GRADE VI.

By the rude bridge that arched the flood.—*Emerson*. To a water fowl.—*Bryant*. Ring out, wild bells, to the wild sky.—*Tennyson*. Abou Ben Adhem.—*Hunt*. Supposed speech of John Adams.—*Webster*.

SELECTIONS FOR GRADE VII.

The Chambered Nautilus.—Holmes.
Our fathers' God, from out whose hand.—Whittier.
The American Flag.—Drake.
When wintry days are dark and drear.—Boner.
Breathes there a man with soul so dead.—Scott.
Sunset and evening star.—Tennyson.
The night has a thousand eyes.—Bourdillon.
When earth's last picture is painted.—Kipling.
How sleep the brave who sink to rest.—Collins.
Gettysburg Address.—Lincoln.

HYMNS AND SONGS-ALL GRADES.

The following songs and hymns may be memorized by all the children and used for the opening exercises:

Awake, my soul, and with the sun.—Ken.

It came upon the midnight clear.—Sears.

O little town of Bethlehem.—Brooks.

Silent night! Holy night!—Haynes.

The spacious firmament on high.—Addison.

God moves in a mysterious way.—Cowper.

Nearer, my God, to Thee.—Adams.

Come, ye disconsolate, where'er ye languish.—Moore.

Just as I am, without one plea.—Elliott.

Abide with me; fast falls the eventide.—Lyte.

My faith looks up to Thee.—Palmer.

Holy, holy! Lord God Almighty.—Heber.

All hail the power of Jesus' name.—Perronet.

Lead, kindly light, amid the encircling gloom.—Newman.

Softly now the light of day.—Doane.

Now the day is over.—Baring-Gould.

My country, 'tis of thee.—Smith.

God bless our native land.—Dwight.

O Columbia, the gem of the ocean.—Shaw.

Hail, Columbia, happy land.—

Carolina! Carolina! heaven's blessings attend her.—Gaston.

'Mid pleasures and palaces though we may roam.—Payne.

"Come, little leaves," said the wind one day.—Cooper.

Good morning, merry sunshine.—

Oh, say, can you see by the dawn's early light.—Key.

SELECTIONS FROM THE BIBLE—ALL GRADES.

The following portions of the Bible may be memorized by all the children and used for the opening exercises:

Song of Moses and Miriam.—Exodus XV, 1—14.

The Ten Commandments.—Exodus XX, 1—18.

David's Lament.—II Samuel I, 17—27.

The Tree and Chaff.—Psalm I, 1—6.

The Consecrated Life.—Psalm XV, 1—5.

The Glory of the Creation.—Psalm XIX, 1—6.

Under the Protection of Jehovah.—Psalm XXIII, 1—6.

The Prosperity of the Wicked.—Psalm XXXVII, 1—6.

God is Our Refuge.—Psalm XLVI, 1—11.

Jehovah Reigneth.—Psalm XCV, 1—7.

The Lord Thy Keeper.—Psalm CXXI, 1—8.

The Idols of the Nations.—Psalm CXXXV, 16—18.

The Fear of the Lord.—Proverbs, I, 7—9.

The Happy Man.—Proverbs III, 11—18.

Six Things to Shun.—Proverbs VI, 18—19.

Advice and Wisdom for the Young.—Proverbs III, 1-19.

The Glorious Future.—Isaiah LV, 1—13.

The Evils of Intemperance.—Proverbs XXIII, 21, and XXIII, 31-32.

Lying.—Proverbs XII, 22; XIII, 5; XVII, 4; XIX, 5.

Respect for Parents.—Ephesians VI, 1—3.

The Two Prayers.—Luke XVIII, 10—14.

Fault-finding.—Luke VI, 41—42.

The Lost Sheep.—Luke XV, 4—7.

The New Law.—Matthew V, 43—48.

Right Thoughts.—Philippians IV, 8.

The Great Commandment.—Matthew XXII, 37-40.

The Wise and the Foolish Virgins.—Matthew XXV, 1—13.

Who is My Neighbor.—Luke X, 30-36.

How to Pray.—Matthew VI, 9—13.

The Sower.—Matthew XIII, 3—8.

Care for the Children.—Matthew XVIII, 1—6.

The Beatitudes.—Matthew V, 3-9.

The True Rest.—Matthew XI, 28-30.

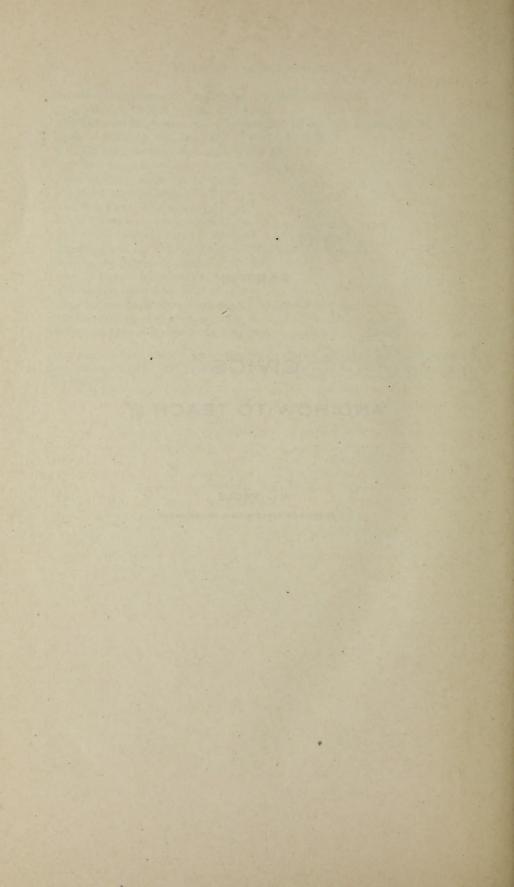
All the children should learn the Bible stories as contained in Moulton's Bible Stories of the Old Testament. This book may be used in the opening exercises.

PART III

CIVICS AND HOW TO TEACH IT

BY

W. J. PEELE
AUTHOR OF PEELE'S CIVIL GOVERNMENT



CIVICS AND HOW TO TEACH IT.

PREFATORY NOTE.

The book, *Peele's Civil Government of North Carolina and the United States*, is the text-book on civics adopted for use in the seventh grade and required by law to be taught in this grade. It was intended to insert this chapter on this very important subject in the Teacher's Bulletin, "An Outline Course of Study in the Elementary Public Schools," but as it was not ready in time, it has been inserted in this bulletin. It was prepared at the request of the Superintendent of Public Instruction by the author, Mr. W. J. Peele.

The book begins with *North Carolina*, because the Union grew out of the States, not the States out of the Union; and the teacher should impress upon the mind of the child the proper dignity of his State—his State as a *unit* of organic law and government.

The teacher should impress the child with the facts concerning the local divisions of the State, also—the county, the city, the township, and even the school district; but he should always keep in mind that these are divisions, parts of the great organic unit, and that these parts, even those which lie nearest to the child, as his native county, city, or township, should never be emphasized so that their subordinate relation is lost or the importance of any thrown out of its true perspective. A sentence on page 4 of the book illustrates this view: "The rock-ribbed structure of organic law, like the outline or configuration of a range of mountains, must be made familiar by views from different standpoints. First, its main features should be regarded; gradually its order, symmetry, and arrangement emerge into view and fall into comprehension; then near excursions may be made with pleasure and safety, and investigation pursued in detail."

In teaching civics, the teacher should remember that it is a valuable word study as well as a study of our *institutions* and the simpler phases of organic law. The child should be made familiar with the very *words* in which the basic principles of organic laws are clothed. He should be required to *memorize* the definitions of such words in the adopted book as *State*, *Nation*, *law*, *government*, *Constitution*, *citizen*.

To cultivate the child's *patriotism*, as well as his *memory*, he should be required to *memorize* and *declaim* publicly a dozen or more of the sections which were specially written for that purpose by the author. Among them might be mentioned, for example, section 4 on pages 13 and 14, section 77 on pages 63 and 64, section 352 on page 216.

The thought questions are not intended as any part of the lesson. After the pupil has thoroughly mastered a chapter, or especially any one of the parts of the book, he may renew and enlarge his interest by being examined on the thought questions.

Occasionally the school should be turned into a *society* to discuss questions of *government*, of *human rights*, and of *public utilities*—especially any such

question as happens to be in the public mind, as *initiative*, *referendum*, and *recall*—and, indeed, any of the questions of constitutional amendment which will be debated for some time now in the public prints and on the stump throughout the State.

If the girls are found to be less interested than the boys, their interest may be kindled by reference to the fact that many of them must teach it in the public schools.

THE BOOK EXPLAINED.

1. Citation of Authorities and References.

(a) CITATIONS.—This feature is especially intended for the teacher, who is, of course, entitled to the *original sources*, and who should be encouraged to use them. The citations begin on page 12, section 2, and the authorities cited are grouped on pages 219-227. Thus, on page 12 it is stated that "a State cannot be divided nor made a part of another State, nor, without its consent, be deprived of equal representation in the Senate." The minute figures 1 and 2 in the text, near the end of the section, refer the reader to the pages where are grouped the clauses of the Constitution which guarantee these rights.

Again, on page 75, for example, are the numbers which point the inquiring and intelligent teacher to Mial v. Ellington and other decisions cited and grouped on page 221, which authorities fortify the statements in the text. These decisions, it will be remembered, settled (and, as we hope, forever) that the public interest and the requirements of public service outweighs any rights of private property, which an officer may have in his salary, fees, or honors of his office.

(b) References.—Where a technical word or phrase has to be used before the proper place for its consideration, the section in which it is explained is cited. For example, section 80 (where "Council of State" must be used in the consideration of another matter) refers to section 109, where "Council of State" is the subject of consideration. Section 56 refers to section 199; section 58 refers to section 207; section 59 refers to section 91.

Again, for example, section 67 refers to section 80, and section 80 refers to section 109, that all three may be considered together as well as in their separate settings, so the teacher may have an *added thread of light* running all through the book.

2. The Study of Organic Law.

(See pages 44-64; also sections 41, 42, 43, and 44 respectively.)

- (a) Comparison of the constitutions and government as illustrating organic law. (Sections 51-62. Note especially section 55.)
- (b) Amendments to the constitutions, showing the growth of organic law. (Sections 62-77, inclusive; section 62, last paragraph.)

3. Philosophy of Government Not Omitted.

Note section 4, pages 13 and 14, and section 298, page 195; section 353, page 217.

4. Citizenship—A Distinctive Feature.

(See pages 179-210.) After studying the governments under which he is placed, the child is encouraged also to study his own *rights*, *duties*, *privileges*, and dangers as a citizen. (See, also, section 293, page 192; section 297, page 194; section 352, page 216.)

5. Developing Character in the Child.

Penmanship, composition and drawing, mathematics, history and civies are said to be studies which develop character in the child; of these, in the opinion of the author, the very crown is civies, because it develops him as a social being, teaches him his relation and duty to his fellowman and to the government under which he is a citizen. (See sections above cited—298 on page 195, and 352 on page 216.)

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